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ABSTRACT

This report describes a study (part of the IEA Written Composition Study) which used a questionnaire to collect curricular information from 16 countries about mother tongue teaching in general and teaching writing in particular. The report describes some basic dimensions of mother tongue curricula and writing composition curricula as well as how these dimensions are represented in the 46 cases (curricula). It notes that topics of writing instruction include amount of writing, goals for writing, standards of writing, types of written work emphasized, and materials used. Data analyses used in the report range from simple listing of observations to cluster analysis and factor analysis. Results of the study addressed in the report show that basic dimensions of mother tongue teaching are well represented in all of the curricula of the studied countries; that most of the countries also have rather homogeneous curricula for the three different age populations; and that differences between countries can be found, for example, in the amount of writing at school and in the types of written work emphasized. The report is organized in two parts and six chapters. Part 1, on mother tongue curricula, contains five chapters: (1) The Theoretical Bases of the Questionnaire; (2) The Conceptual Analysis of Curricula; (3) Natural Groups of Curricula (discussing general aims and purposes of schooling and of mother tongue teaching, acquisition of knowledge and skills, and aesthetic, moral and affective development); (4) Dimensions of Mother Tongue and Composition Writing Objectives; and (5) Descriptive Characteristics of Mother Tongue Curricula. Part 2, on curricula of writing instruction, contains the report's final chapter, which deals with such topics of writing instruction as amount of writing, goals of writing curricula, standards of writing, and materials used in instruction. A summarizing discussion and an appendix containing the curriculum questionnaire conclude the document. (SR)

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Hannu Saari

WRITING CURRICULA IN SIXTEEN COUNTRIES
International Study in Written Composition
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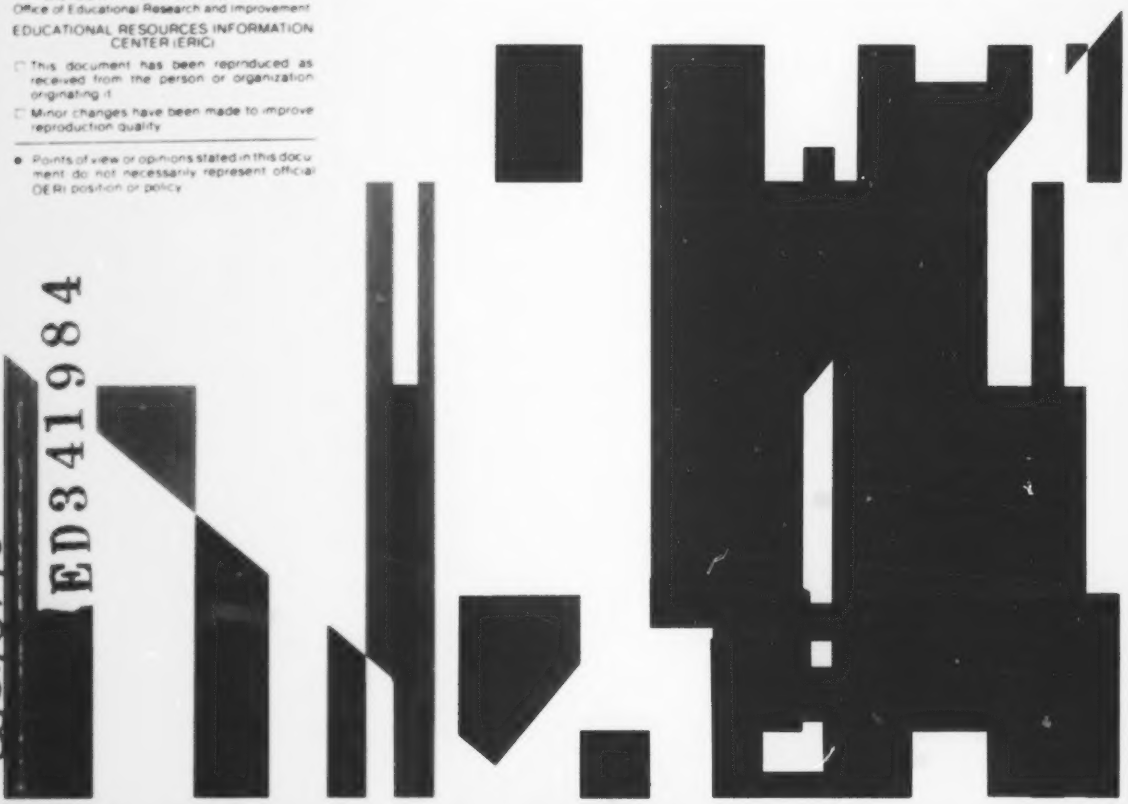

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WRITING CURRICULA IN SIXTEEN COUNTRIES

International Study in Written Composition
IEA

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University of Jyväskylä
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Abstract

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As a part of IEA Study of Written Composition the study of Writing curricula was started in early 80's. Using questionnaire method data on writing curricula, and mother tongue curricula in general, were collected from sixteen countries with the help of the National Committees in each country. The report describes some basic dimensions of mother tongue curricula and writing composition curricula and presents how these dimensions are represented in the 46 cases (curricula). Topics of the writing instruction include also amount of writing, goals for writing, standards of writing, types of written work emphasized, and materials used. The data analyses range from simple listing of observations to cluster analysis and factor analysis. Basic dimensions of mother tongue teaching are well represented in all of the curricula of the studied countries, most of the countries also have rather homogeneous curricula for the three different age populations. Differences between countries can be found e.g. in the amount of writing at schools, and in types of written work emphasized. The report can be read as a separate study, but is best understood if other reports of the IEA Written Composition Study are also consulted.

Descriptors: composition writing, curricula, mother tongue

Tiivistelmä

Saari, H. 1991. Writing curricula in sixteen countries. International study in written composition. IEA. Jyväskylä: Jyväskylän yliopisto, Kasvatustieteiden tutkimuslaitoksen julkaisusarja A. Tutkimuksia 42.
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IEA:n kirjoitelmatutkimuksen osana käynnistyi 80-luvun alussa osatutkimus, joka kohdistui tutkimukseen osallistuvien maiden äidinkielen ja erityisesti kirjoittamisen opettamisen opetussuunnitelmiin. Aineisto kuvaa kuudentoista maan yhteensä 46 opetussuunnitelmaa. Kussakin maassa tutkimuksen kansallinen koordinaattori, apunaan asiantuntijaryhmä, vastasi laajaan kyselylomakkeeseen, jolla opetussuunnitelmista hankittiin yksityiskohtaista tietoa. Raportti esittelee sekä yksityiskohtaista että varsin yleistettyä tietoa eri maiden opetussuunnitelmien ominaisuuksista. Yleisten perusdimensioiden suhteen eri maiden opetussuunnitelmat eivät ratkaisevasti eroa toisistaan. Kuitenkin esim. kirjoittamisen määrä eri kouluissa ja eri maissa voi vaihdella hyvin paljon. Samoin vaihtelee se minkä tyyppisiä kirjoitustehtäviä suositaan ja käytetään, ja mitä ei juuri lainkaan suosita.

Julkaisu on itsenäinen tutkimus, mutta parhaiten se tullee ymmärretyksi, jos myös muihin kirjoitelmatutkimuksen julkaisuihin perehdytään.

Asiasanat: kirjoittaminen, ainekirjoitus, opetussuunnitelma, IEA, äidinkieli

Preface

As a part of the IEA Written Composition Study a questionnaire was planned in order to collect curricular information about mother tongue teaching in general and teaching writing in particular. Early in 1980's the questionnaire was sent to each research coordinator in the participating countries (centres) to be filled out mainly on the basis of published documents (e.g. curricula). The International Coordinating Centre in Illinois, USA, collected and transformed the data into a data file. Later, when the ICC was located in the Institute for Educational Research, University of Jyväskylä, Finland, I was tempted to say, at least partially, 'yes' to the innocent question 'How about you analyzing these data?'

Several people made major contributions to the development of the Curriculum Questionnaire. Dr. Alan C. Purves initiated the work by producing the first draft. Dr. Parynaz Pezeshkpour's dissertation at the University of Illinois at Urbana-Champaign, completed in 1982, provided useful conceptual background. Dr. Lut Baten, from the University of Leuven, Belgium, elaborated the first draft while finishing her Ph.D. in Urbana. Dr. Sauli Takala cooperated with her and later made some additions. The members of the Steering Committee, especially Dr. Judit Kádár-Fülöp, gave useful feedback.

Prior work that was particularly influential in the development of the Curriculum Questionnaire includes the following sources: Julia Marshall (Ed.) The Mother Tongue, European Curriculum Studies, No 5, Strasbourg: Council of Europe, 1972; Ernest Spencer, Writing Matters across the Curriculum, Sevenoaks: Hodder & Stoughton, 1983; Peter Doughty, Language, 'English' and the Curriculum, London: Edward Arnold, 1974; Mandel, B. J. Three Language-Arts Curriculum Models: Pre-Kindergarten Through College, Urbana,Il.: National Council of Teachers of English, 1980.

Without being an expert in the field of mother tongue teaching I found it very educating to join this work. Among the persons I wish to thank are Kimmo Leimu, and Sauli Takala, both working in IEA related tasks at the Institute for Educational Research. They have continuously followed, read, and checked the slowly emerging text. Antero Malin has done all the computer runs for this study. Tables and the layout were done by Jouni Sojakka. After the careful planning of the questionnaire and laborious data collection I can only hope that my analyses and the reporting of the findings will do justice for the prior work of persons involved in the study. Needless to say, I am responsible for shortcomings or lack of understanding of the content or analyses.

Jyväskylä, 1991 Hannu Saari

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Part I

Mother tongue curricula

Chapter 1

The theoretical bases of the questionnaire

1.1. Introductory comments

As a part of the IEA Writing Study, curricula in mother tongue and composition writing have been studied by a curriculum questionnaire measuring several features of documented objectives, guidelines and suggestions in the curricula of participating countries. In this early stage of the study the following countries answered the questionnaire: Australia, Chile, England and Wales, Hamburg (GER), Finland, Hungary, Indonesia, Kenya, the Netherlands, New Zealand, Nigeria, Thailand, Scotland, Sweden and USA. Some of these countries did not actually carry out the study, some countries ran the study only for one or two of the three possible populations. Here all listed countries have been included and their curricula are analyzed and reported.

In the participating 'countries' a research institution or department of a university faculty is a member of the IEA organization. These institutions or departments are national centres representing the respective countries. These centres and the National Research Coordinator (NRC) of the Writing Study in a participating country have answered the curriculum questionnaire with the help of a national committee. The members of these committees are usually well-informed experts of mother tongue teaching, research or administration. Using a curriculum questionnaire to collect information about curricula pursues objectivity in that the same things are asked in all countries and rated on a predefined scale. This method was not applicable for all intended data and was amplified by some open-ended questions.

Depending on the nature of different school systems and their different written curricula, NRCs and the members of national committees often met difficulties in finding an answer to a given question. A question may be relevant and appropriate in a country having a centralized school system and a precisely written curriculum, but difficult to answer in a country having a decentralized system and no 'one' curriculum for that system.

In analyzing the data it is believed that individual questions are not the appropriate units of comparison across countries; a more global view is better suited to the nature of the data. The planning of the questionnaire was based on general views of the nature and weightings of mother tongue (M-T) curricula. The theoretical starting points are broad and try to capture three or four general approaches that may describe the general nature of the M-T curriculum. This also suggests a global attitude in analyzing the data. However, the questionnaire also contains items and information, which allows comparisons on a more specific level - if considered necessary or useful. Still the comparison of, let us say, two countries is of limited interest and it is thought preferable to try to define groups of countries or curricula. Identifying tendencies is believed to be the proper general objective in analyzing the data.

1.2. Theoretical bases of the curriculum questionnaire

It is assumed that a theory or a perspective has been adopted in creating and writing the mother tongue curriculum. It may be based not necessarily on one principle, but on several. However, one principle may prevail or influence the general approach to the curriculum. Three general approaches are often described (Mandel 1980; Kádár-Fülop et al. 1982). *The knowledge-based* or *heritage approach* takes its starting point in the language. The main idea in the teaching of mother tongue is to transmit linguistic matter and content to students. There is the language, linguistic heritage, linguistic cultural heritage, literature and the 'proper use of language', which is to be taught in school. Writing in school may here be understood as the learning of different ways of writing, different styles and models of 'good, accepted and valued writing'.

The aims and objectives in M-T curriculum may also emphasize the competence of the student. *The skills* or *competence approach* concentrates on the student and his/her development in linguistic skills. Skills and linguistic competence are the targets in teaching - not the student as a person.

The curriculum may also be determined and defined from the point of view of the student. The development of the student as a person and individual is then the main point influencing the curriculum. *The personal development* or *growth approach* sees the student as the target and handles the language instrumentally for that aim.

Content (language), competence (skills) and personality development (growth) have long been seen as important determinants in curriculum planning. Since inculcation and strenghtening of values is a natural part of M-T teaching and learning, a fourth approach was also used as a base in planning the present study of M-T curricula. *The* *values approach* is important to notice in connection of M-T teaching. The first three approaches can be seen as more or less technical choices within important elements of the curricula, and values are always present either consciously and intentionally or unconsciously and embedded.

All of these elements, determinants of curricula, are present in written M-T curricula. They may exist with different weights or different explicitness, but a complete lack of any of them is improbable. School systems can be seen as developing and changing organizations with different political, historical, economic, cultural, and administrative backgrounds, leading to different stages of formally written curricula. It is natural to find curricula with different emphasis on the determinants of curriculum between different stages of schooling even within one country. School reforms change written curricula, often in rather short time periods, and these reforms are often implemented as waves through the system. This can cause differences or discrepancies in curricula between parts of the total school system. The principle of 'continuous development' may lead to the development of a single subject as a curriculum unit, independently of the development of other school subjects. 'Pressures of time' may cause ideas to be adopted in one subject curriculum, but not necessarily in all - or not at the same time. This naturally means that, e.g., mother tongue curricula live, change, 'develop' all the time, and if only the four mentioned approaches are considered, their relative strengths in the curriculum also live, change and develop.

It may be rare for a curriculum to be written deductively step by step following some central idea. There are too many important elements to be considered, so that it is difficult to include them all within one 'approach'. In the education field there are many points of view and many groups promoting their ideas and protecting their privileges - and there are administrative and economic constraints. Curricula are compromises. They consist of something old, something new, something traditional, something radical.

The M-T curricula can represent several qualitatively different ways of thinking about the bases or determinants of curriculum. Some of these approaches have been described briefly above. It is also assumed that in some measure any curriculum adopts elements of these approaches and that the weighting of these elements may be different at different times and, what is of particular interest here, in the curricula of different countries and at different levels in a school system. To gather information about the curricula or to 'measure' curricula, one can choose from among several possibilities. Curricula can be measured and described on several levels.

A. **The institutional level**, intended to cover and guide the whole organization in general terms, gives the general aims, the real emphasis of the subject in terms of general resources such as teaching time, group size, the success of teaching content and the weighting of given contents, for example. These elements of written curricula are written and explained in quite different ways and scope in various countries.

As a subclass of this official definition, there may exist less official mechanisms, which sharpen, direct and exemplify the general strivings. Official circular letters by central educational authorities may direct details or lead to experimentation and development of programs with more freedom in practical teaching situations. In many countries general or local examination systems can actually affect the curricula by stressing certain parts of it.

B. **The functional level** of the realization of curricula can demonstrate several choices, which select and modify the intended written curriculum. Beginning from the material circumstances (textbooks, textbook production systems, physical conditions in schools, etc.), continuing with the notion of the 'didactic freedom of the teacher', teacher education attained at different times, teachers' personal characteristics and interests and many other forces present in the actual teaching and learning stages of the mother tongue curriculum, create different functioning and operating curricula. There are still other forces affecting the functional curriculum such as traditional teaching methods, examinations, commercial tests, the functions of the local educational authorities and monetary resources, influential textbooks, pre-service syllabi and texts, and in-service seminars and workshops.

C. **The actualization of the curriculum** is still dependent on the students. The curriculum may be studied on this level, either by observation or by asking for students' perceptions of the objectives or processes of mother tongue instruction, or by measuring their achievement.

In the full range of the International Study of Written Composition all these levels of studying the curriculum are taken into account. In this part of the study, the interest of the research is directed solely to the official, written curriculum in mother tongue and composition writing. Data collection is on the institutional or country level. The questionnaire intended to 'measure' topics in curricula was planned to capture widely the field of mother tongue curricula. Table 1.1. presents the key concepts and the general approaches with some short definitions of terms (e.g. Doughty 1974) used as the general theoretical base in the construction of the questions.

TABLE 1.1. *Conceptual background of the questionnaire*

Approach	Subclass of the approach and its function		Most likely process
Growth	***Personal:*** Aiming to develop social growth and individuality		Personal growth
	Individualistic:		Developmental Heuristic
	Experiental:		Developmental
Competence	***Instrumental:*** Aiming to promote social cohesion and transmit values		Personal competence and achievement
	Pragmatic	Rigoristic	Instructional Developmental
		Humanistic	Developmental Instructional
Heritage	**Moralistic**	Rigoristic	Instructional
		Humanistic	Instructional
	Academic	Rigoristic	Instructional
		Humanistic	Heuristic

Explanation of terms:
APPROACH is related to values and provides the general basis for defining aims and objectives.

A Personal approach is based on the needs of pupils'. It can be *individualistic* if the pupil's realization of his own potential as a whole/total personality is central. It is *experiential* when classroom activities are related to the pupil's previous experiences.
An Instrumental approach is based on the needs outside of the pupil. The instrumental/pragmatic approach aims at practical skills, and the aims and activities are evaluated on the criterion 'useful - useless'. *The instrumental/moralistic* approach stresses the transmission of values and the aims and activities are evaluated on the criterion 'right - wrong'. *The instrumental/academic* approach is directed toward transmission of knowledge, and its aims and activities are evaluated on the criterion 'true - untrue'.
Aims guide the definition of teaching of particular subjects. They can stress the students' individuality or the society's needs either by providing basic skill learning (social cohesion) or by transmitting intellectual, moral, social and cultural values.
In Process the over-all classroom processes which best achieve a given objective are suggested. They can be developmental if learning is a result of personal growth; instructional, if learning results from acquiring some body of knowledge; heuristic, if learning results from personally motivated search for knowledge.
Rigoristic means 'restricted', following a model, authority based. Humanistic means incorporating the change of things and values, being critical about the phenomena.

Chapter 2
The conceptual analysis of curricula

2.1. Four approaches and the curricula

In the conceptual analysis the four general approaches, Growth, Competence, Heritage and Values, have been taken as a classification scheme into which the questionnaire items have been classified. The questions start with quite general notions about 'Main purposes of instruction' in mother tongue, proceeding step by step closer to specific objectives and goals. The questions become more concrete, and finally students' activities in writing instruction are quantified, e.g. the amount of different writing tasks suggested in the curriculum.

Each item was assigned a value on a scale. For the growth approach there were 35 items; for the competence approach (skills) 41; for the heritage (knowledge) approach 40; and for the values approach 11 items. The scores were summed for each curricular approach, then converted to percentages of the maximum possible score for the approach so that comparable scores for each could be assigned to a system of education for a population. As a partial check of the independence of the four approaches, the items for each approach were divided into two parts and correlations were obtained between the split halves across systems and populations within systems. The mean correlation between split halves was .89, and the correlation fell below .90 for only the values approach (.79). The correlations between approaches were also rather high, about .70, which shows that they all appear in the curricula. But correlations do not show the absolute weighting of the approaches, which is ivestigated by using other analyses.

Some of the items included in the questionnaire were not relevant to all countries. For England and Wales especially it was difficult or impossible to provide answers for some questions. Therefore, instead of percentages, means of existing observations were calculated for each approach.

In order to give a first general description of the four approaches as they are represented in curricula, the values given for each population in each country were summed. Figure 2.1. presents the (stacked) sums. These sums are used (1) to give a general impression of the relative importance of the approaches, (2) to compare the importance of the approaches between populations, and (3) to describe possible differences between countries. The word 'impression' is intentionally used. We know and note the

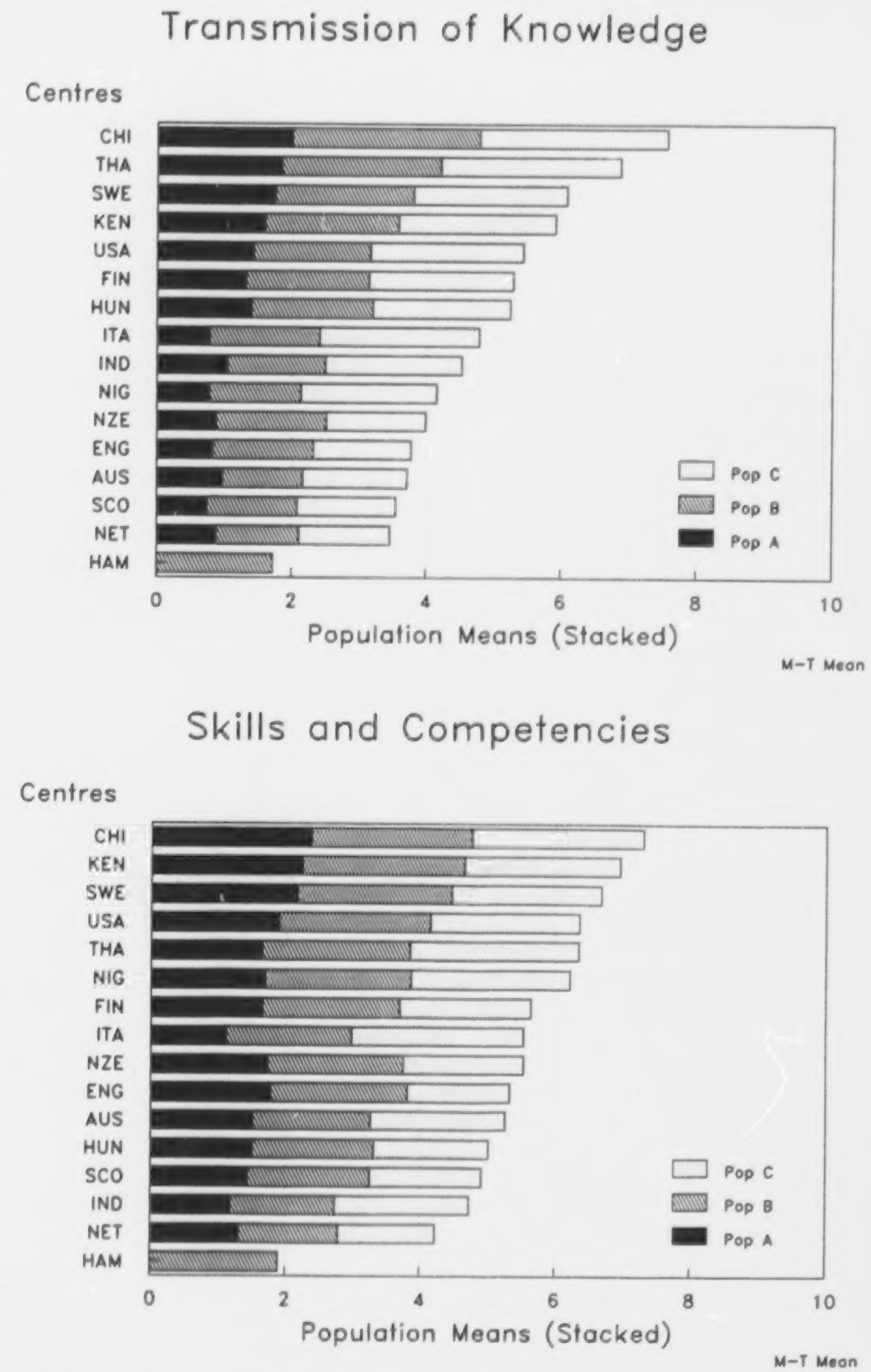
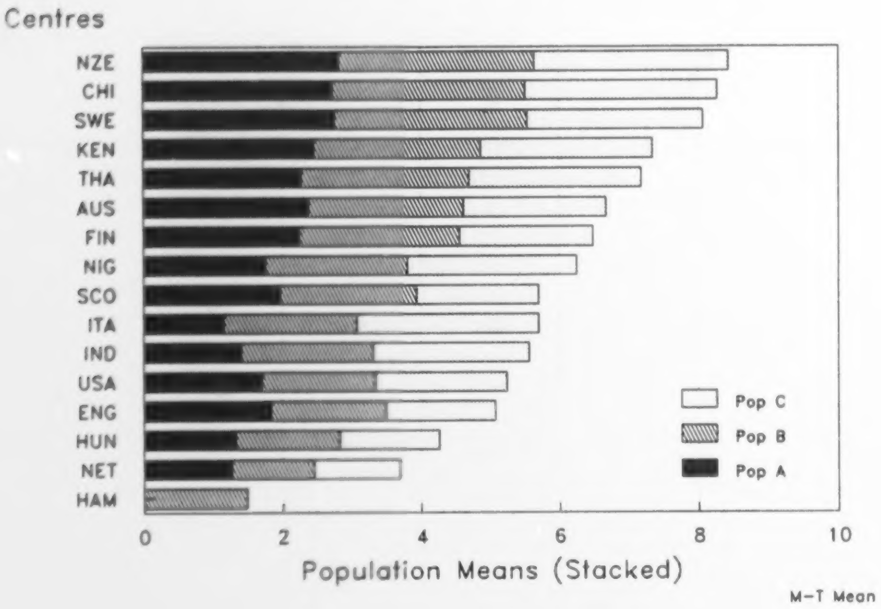
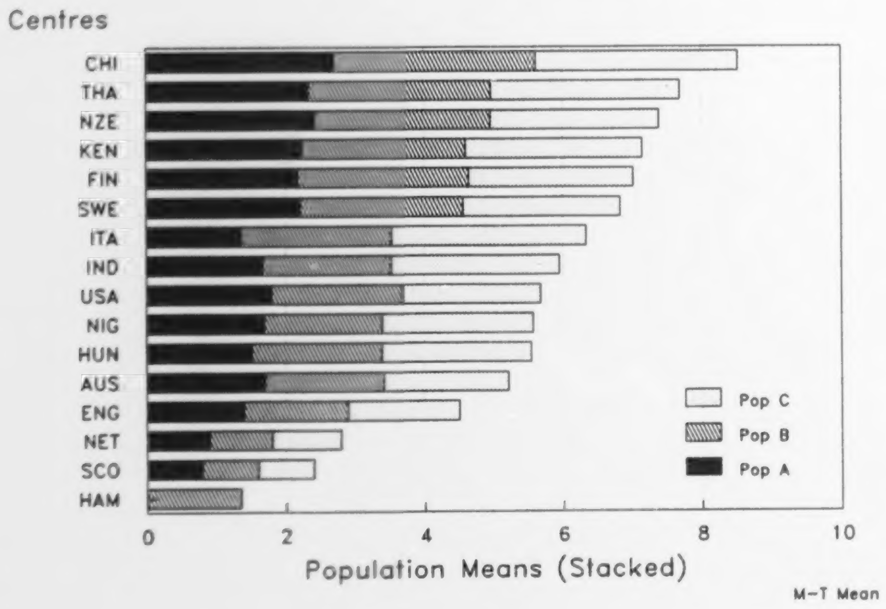


FIGURE 2.1. *The four approaches as represented in curricula of countries. Populations A, B and C*



Personal Growth



Transmission of Values

FIGURE 2.1. *Continued*

basic nature of the way the information about curricula was collected. The information is presented as exact figures, but the basic data are expert ratings, sometimes in cases where there is no curriculum exactly or explicitly stating or defining aims, objectives, materials or practices. Therefore we look at the results in general dimensions or features giving less attention to decimals or to minor differences and deviations.

The relative importance of the approaches. If counted over countries and populations, the four approaches do not differ very much (Table 2.1.). The values approach can be said to be the most important, the transmission of knowledge the least important. The skills and competencies and the growth approach receive equal weight. The low standing of the transmission of knowledge is mainly explained by the low weight given to it in most of the countries for population A.

The relative importance of the approaches between populations shows a clearer pattern. First, all four approaches are rated as being more important for the older populations, the preuniversity population getting the highest ratings. The only exception is population B for the personal growth approach. The figures can practically be interpreted to mean equal weighting for populations B and C. Second, quite clear differences exist in the transmission of knowledge approach between populations. Transmission of knowledge is for population C as important as the other approaches, but for population B and clearly for population A this thrust is seen as less important.

Differences between the countries do exist. Figure 2.1. is formed by summing up each country's responses for all three populations for each approach separately. Within a approach countries are ranked by their sum responses and a bar diagram is drawn describing the three populations for the country.

The first observation is that countries have used the questionnaire rating scales very differently. Chile, Thailand and Kenya, for example, tend to rate all four approaches high. The Netherlands, Scotland and England and Wales tend in general to give low ratings in most of the approaches. This may refer either to a response set or to the actual way or style in writing curricula.

The transmission of knowledge approach is considered systematically more important for older populations. In some countries the change is is quite strong, e.g., Italy, Nigeria, Indonesia, USA and Finland. There are also systematic reactions to the transmission of values approach. The school systems tend to keep this approach at the chosen level for all populations or to stress it for older populations. The clearest increase in ratings is demonstrated by Italy, Indonesia, Hungary and Nigeria.

For the two other approaches, the skills and competence approach and the personal growth approach, there are several different changes in the rated importance between countries and populations. The importance of skills and competencies increases

TABLE 2.1. *The importance of the four approaches in M-T curricula*

Country		Transmission of Knowledge						Skills and Competencies						Personal Growth						Transmission of Values					
		Percent			Mean			Percent			Mean			Percent			Mean			Percent			Mean		
	Pop	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
AUS		32	38	51	.98	1.18	1.56	45	52	63	1.52	1.74	2.00	77	73	69	2.38	2.24	2.05	52	52	55	1.71	1.71	1.79
CHI		67	93	93	2.00	2.78	2.78	80	81	86	2.37	2.39	2.54	92	94	93	2.73	2.78	2.76	91	97	97	2.72	2.90	2.90
ENG		24	43	43	.83	1.49	1.46	47	54	36	1.78	2.03	1.52	52	47	41	1.84	1.65	1.58	42	45	48	1.40	1.50	1.60
FIN		41	59	70	1.32	1.82	2.15	52	64	64	1.66	2.03	1.95	70	72	59	2.25	2.31	1.92	73	82	79	2.18	2.47	2.37
HAM			56			1.72			60			1.89			43			1.48			45			1.35	
HUN		47	60	68	1.40	1.80	2.05	51	60	56	1.51	1.80	1.70	45	50	49	1.33	1.49	1.44	52	64	73	1.52	1.87	2.15
IND		35	48	68	1.05	1.45	2.03	40	52	68	1.19	1.54	2.00	48	64	76	1.41	1.89	2.26	58	64	82	1.68	1.85	2.42
ITA		26	54	79	.78	1.63	2.38	38	63	87	1.12	1.85	2.56	39	65	88	1.15	1.92	2.63	45	73	94	1.37	2.17	2.80
KEN		53	66	78	1.60	1.98	2.33	76	82	79	2.24	2.41	2.31	83	81	83	2.46	2.41	2.47	76	79	85	2.25	2.35	2.55
NET		24	41	45	.88	1.23	1.35	39	44	43	1.31	1.47	1.44	38	35	37	1.27	1.18	1.24	30	30	33	.90	.90	1.00
N-Z		29	54	49	.88	1.63	1.48	52	63	56	1.74	2.00	1.79	93	95	94	2.83	2.81	2.79	82	85	82	2.43	2.53	2.43
NIG		26	45	68	.78	1.35	2.03	57	74	80	1.69	2.17	2.36	59	69	82	1.76	2.05	2.44	58	58	73	1.70	1.70	2.17
SCO		23	43	47	.74	1.34	1.47	49	61	56	1.44	1.81	1.66	66	66	59	1.97	1.97	1.76	27	27	27	.80	.80	.80
SWE		58	68	76	1.75	2.05	2.28	74	78	75	2.17	2.29	2.22	93	94	85	2.76	2.78	2.52	76	79	76	2.23	2.33	2.27
THA		62	78	87	1.85	2.35	2.67	50	67	77	1.65	2.19	2.51	71	75	73	2.28	2.42	2.48	79	88	91	2.35	2.62	2.72
USA		48	58	76	1.43	1.73	2.28	64	76	75	1.90	2.24	2.22	58	55	64	1.71	1.63	1.90	61	64	67	1.80	1.90	1.98
		39.7						54.2						54.2						60.13					
			56.5						64.4						67.4						64.5				
				66.5						66.7						66.7						70.8			

for all countries from population A to B, but increases from population B to C only for Italy, Indonesia, Thailand and Nigeria. In about half of the remaining countries this approach is considered less important for population C than for B. For the personal growth approach again Italy, Indonesia and Nigeria rate this approach more important for the older populations. Other countries tend to keep the chosen level throughout the school system.

This information about the mother tongue curricula is on a very high global level. The approaches, the four variables used, have been calculated over nearly all of the information gathered in the questionnaire. The variables include information not only about the general purposes of teaching, general mother tongue or language instruction, but also about specific objectives and practices in the written composition curriculum. The four approaches describe four theoretically or logically constructed views on mother tongue curricula. It is to be noticed that these views are alive and practiced (read: written into the curricula!) in the countries' M-T curricula. Between the approaches there were some observable and noticeable differences, but these analyses do not give very specific information on that.

The use of the four approaches has another important meaning. The approaches have served as a wide theoretical starting point in thinking about curricula and they have made it possible to construct a wide array of questions to measure and describe mother tongue and Composition writing curricula.

Chapter 3
Natural groups of curricula

Clustering of curricula

Cluster analysis may be used to form natural groups of cases by using a fixed collection of measured variables describing these cases. The cases in this study are curricula describing mother tongue and composition writing in three populations in each of fifteen countries and in one population for one system (Hamburg for GER). Population A refers to (curricula of) the sixth school year, population B to the ninth school year, and the population C to the preuniversity year in each country. In this respect one might expect the curricula of these populations to represent different needs, aims and objectives in mother tongue and composition writing. One natural hyphothesis could state that 'differences between these age populations will be detected in the general aims, objectives and practices' of their M-T curricula. And in fact, in the preceding chapter some differences between populations were already mentioned. The highly global way of analyzing the research material above did not allow more than some general observations and inferences. One may also expect that differences between systems do exist. It has been seen already that, for example, the general use of rating scales in the questionnaire has been very different in the different countries. In other words, there are 'generally low and high scoring countries'.

The questionnaire has been divided into parts, which makes it possible to handle rather homogeneous content in the curricula. 'Main purposes of instruction' and 'Overall educational objectives' refer to *general* aims and important weightings in a country's curriculum - without yet touching on the mother tongue curriculum. By subjecting the 15 questions measuring these aims and the 46 curricula to a cluster analysis (Wishart 1987), it was hoped to get clusters of curricula, which form 'natural' groups and which can be described by the measured variables. The nature of these variables is very general, related to school systems. At such a high level, the written general aims and objectives may not differ to any remarkable degree throughout the world. On the other hand, we have a good collection of school systems and curricula representing very different countries around the globe.

3.1. General aims and purposes of schooling

The main purposes of instruction and the emphases in the overall educational objectives in each country were measured by 15 questions, the range of alternatives being 'low - some - high'. The results of the cluster analysis are presented in Figure 3.1. The dendrogram figure shows several possible groupings of the curricula. It was a judgment decision to take a four-group solution to be described and analyzed. In Table 3.1 the 15 questions are presented in rank order over all countries and populations. This serves to report to the reader the general rank of importance of the questions.

We see that the most important main purpose is 'to encourage personal growth and development'. Others, in descending order are:

The main purpose .. is to bring students to a point of competence or proficiency demanded by society.

Students' abilities emphasized as an overall educational objective.

Subject matter to be covered emphasized as an overall educational objective

Students' interests emphasized as an overall educational objective

Transmission of national culture emphasized as an overall educational objective.

The three least emphasized main purposes or objectives are 'Transmission of world culture', 'Needs of society as determined by social planners', and 'Needs of society as determined by budgets'.

Between these extremes are located:

The purpose to transmit a set of values to students.

Needs of succeeding level of school.

The main purpose to transmit a body of knowledge.

The emphasis of the personal needs of students.

Needs of other subjects, and the

Vocational needs of subjects.

This general ranking (expressed as the mean) of purposes and objectives is later continuously retained for the respective variable to facilitate the comparison of the rank and importance of a given variable in a separate cluster of curricula.

Before looking at the results of the cluster analyses it will be convenient to refer to Table 3.2., where the same 15 questions about the purposes and general objectives have been asked as the purposes and objectives of mother tongue teaching. There are only minor changes in the general rank order of these variables. The first six variables are the same and the last five variables are the same and in exactly the same order.

The cluster analysis was used to analyze the main purposes of education and the emphasis of overall educational objectives in order to find natural groupings of curricula. Natural groups may or may not exist and there is no easy way to decide whether there really are groups which clearly differ from each other. All clusters may be acceptable groups depending on the criteria one is willing to use and apply. In these analyses we have as research content, written curricula on very general phenomena in the school world - the general high level objectives of education. It may be unrealistic to expect very diverse general aims and objectives at this level. However, it is still possible to expect two types of differences. There may exist differences between populations owing to the age of the students taught and differences between national weightings on some nationally important variables.

The dendrogram in Figure 3.1. shows the grouping of curricula. The first impression is that the smallest groups are often formed by a country's three curricula for the three populations, as in New Zealand, Sweden, Indonesia, Nigeria, USA, and Kenya. In rare cases the three populations of a country are dispersed far from each other. More typical is the case of Hungary, for example, where populations A and B form the first combination in the grouping process and where population C is rather quickly added. This tends to show that a kind of consistency prevails among a country's curricula for three populations.

In Table 3.1. the cluster means for the 15 variables in the four-group solution are presented. It is already observed that owing to the nature of the original observations, exact figures with several decimals may not be very interesting. A visual presentation of the results is informative enough, and in fact it allows inspection of numeric results. For the 15 variables the means of the four clusters (groups) are presented by letter codes, (letter A referring to group a, etc). The location of the letter on the scale 1 to 3 tells the value of the cluster mean. The numeric column of means ($\bar{x}$) is calculated over all countries and populations, and the variables are ranked by these 'grand means'.

It is clear that there are differences between clusters in all of the variables. This can be seen in Figure 3.2., where each of the clusters is described diagrammatically. A cluster's mean on a variable is presented by a bar. On the bar the grand mean of a variable (over all groups) is also given. Within a cluster the variables have been ranked by their cluster means. This allows us to see the importance of the variables within a cluster, and the grand mean.

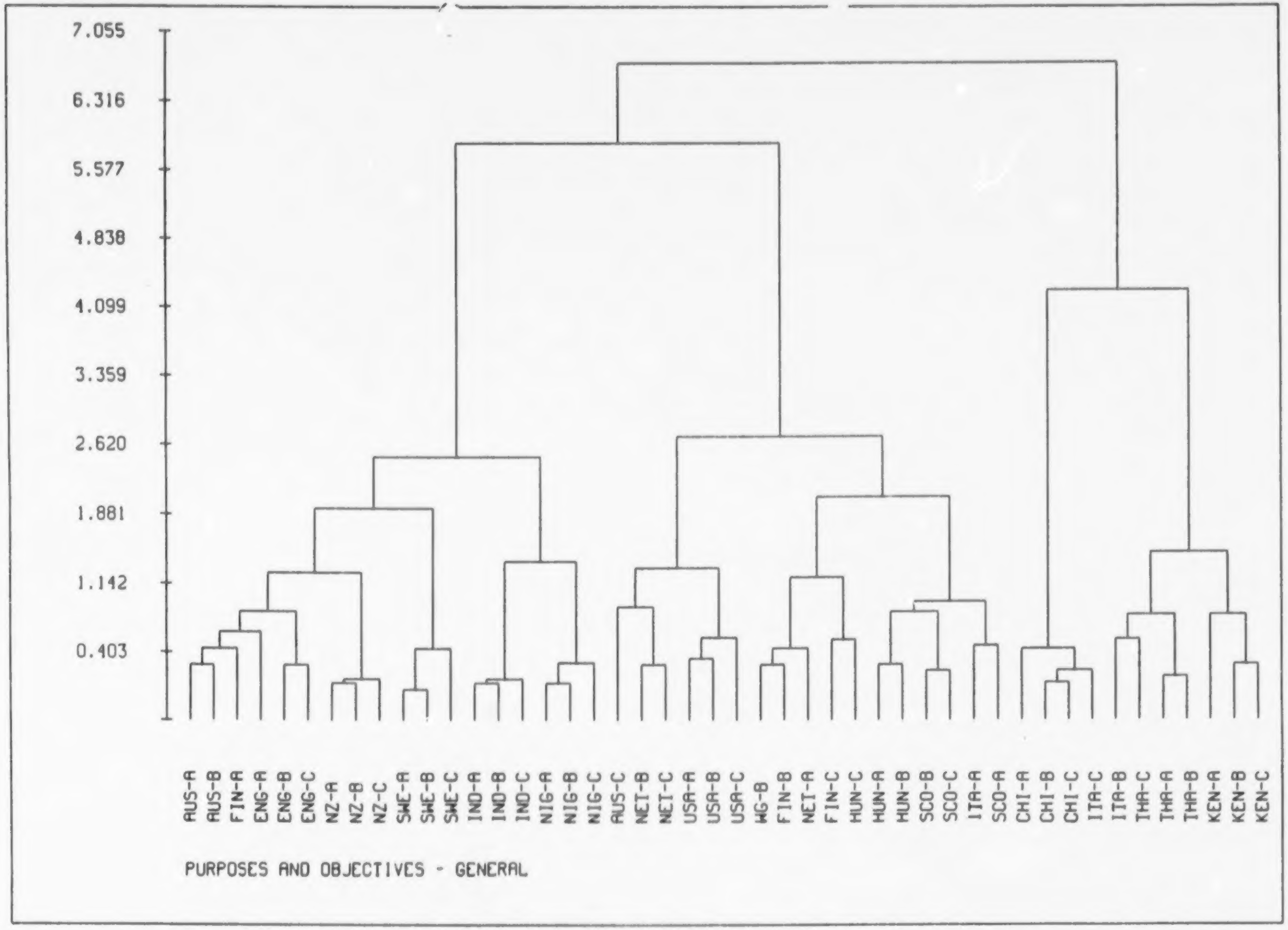
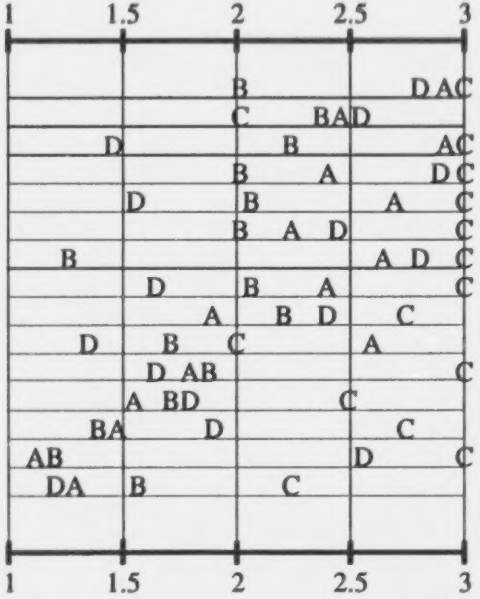


FIGURE 3.1. *Purposes and objectives of schooling. Clusters of curricula*

TABLE 3.1. *Overall educational objectives and purposes of instruction. Cluster analysis of curricula*



Mean	SD	
2.61	0.61	The main purpose.. to encourage personal growth and development
2.46	0.62	The main purpose.. to bring students to a point of competence..
2.43	0.78	Emphasized: Students' abilities
2.43	0.75	Emphasized: Subject matter to be covered
2.28	0.69	Emphasized: Students' interests
2.26	0.71	Emphasized: Transmission of national culture
2.23	0.82	The main purpose.. to transmit a set of values to students
2.20	0.72	Emphasized: Needs of succeeding level of school
2.15	0.73	The main purpose.. to transmit a body of knowledge
1.97	0.68	Emphasized: Personal needs of students
1.85	0.63	Emphasized: Needs of other subjects
1.73	0.68	Emphasized: Vocational needs of students
1.63	0.71	Emphasized: Transmission of world culture
1.61	0.80	Emphasized: Needs of society as determined by social planners
1.43	0.69	Emphasized: Needs of society as determined by budgets

List of cluster members:
Cluster A: AUS-A FIN-A ENG-A-B-C N-Z-A-B-C SWE-A-B-C IND-A-B-C NIG-A-B-C
Cluster B: AUS-B-C NET-A-B-C USA-A-B-C HAM-B FIN-C HUN-A-B SCO-A-B-C ITA-A
Cluster C: CHI-A-B-C ITA-A
Cluster D: ITA-B THA-A-B-C KEN-A-B-C HUN-C FIN-B-

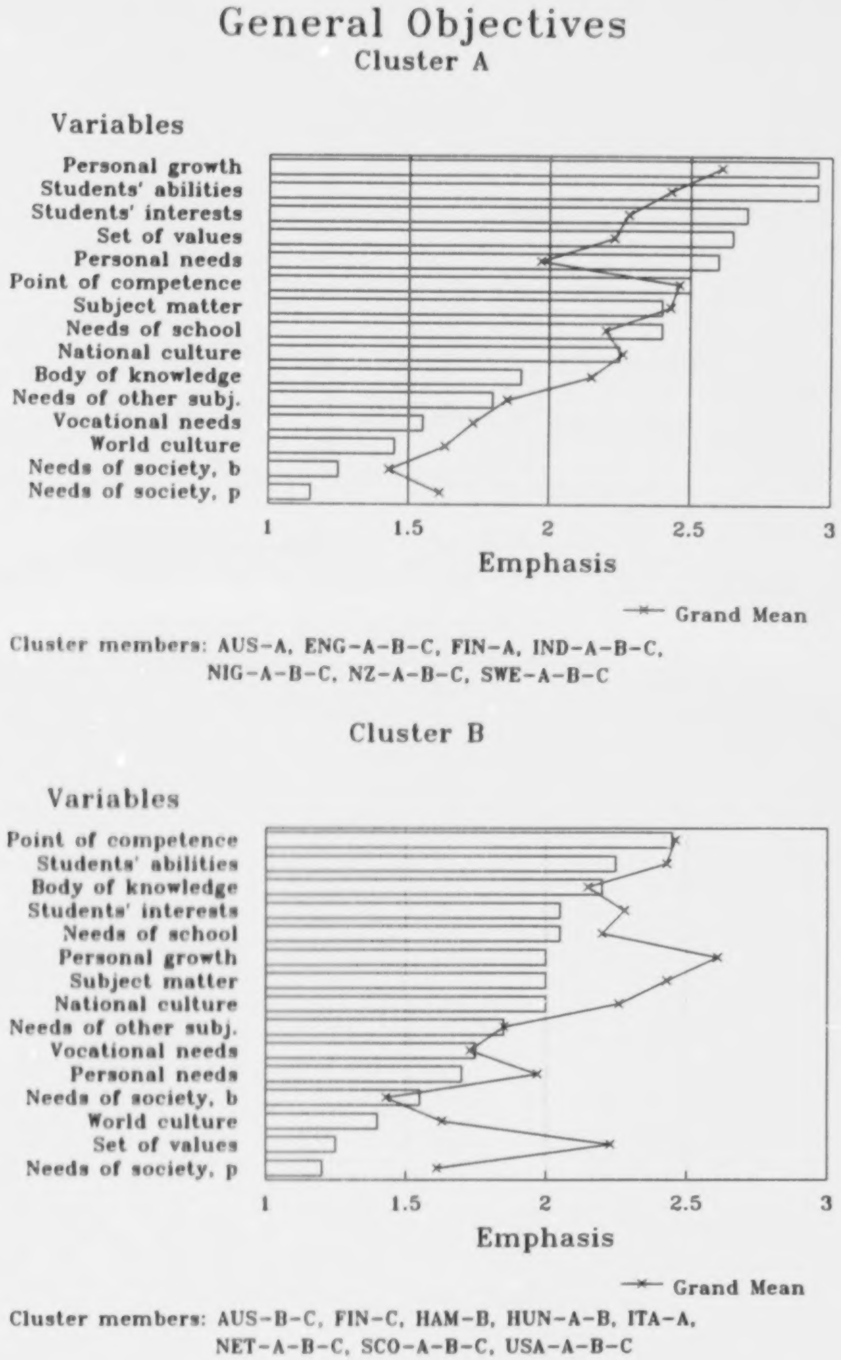
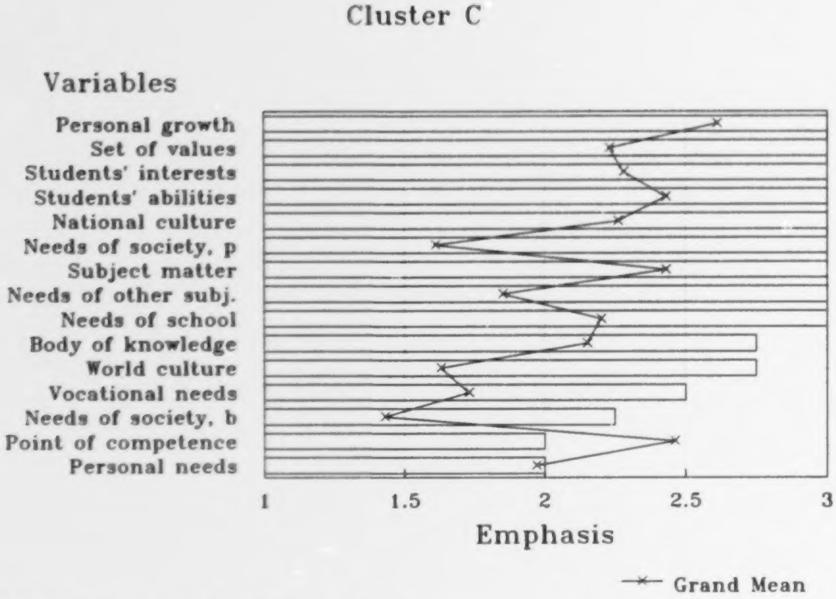
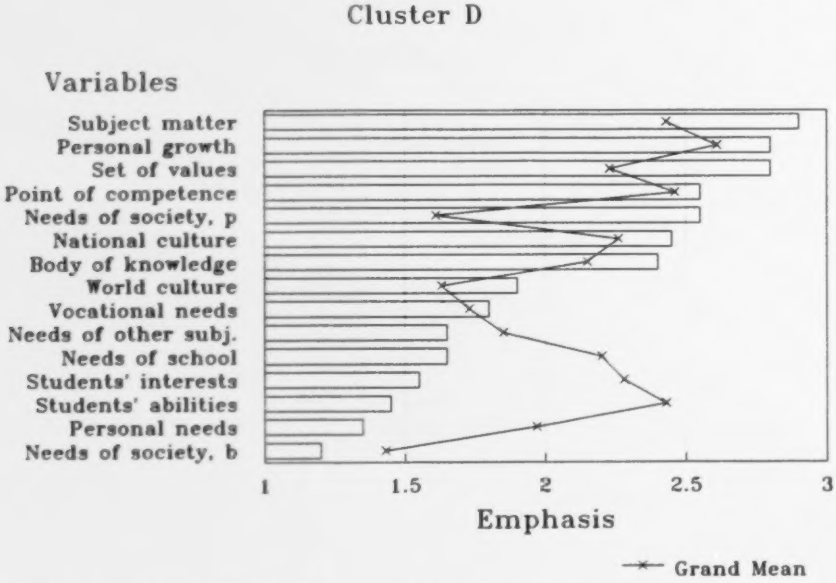


FIGURE 3.2. *Overall educational objectives and purposes. Cluster analysis of curricula*



Cluster members: CHI-A-B-C, ITA-C



Cluster members: FIN-B, HUN-C, ITA-B, KEN-A-B-C, THA-A-B-C

FIGURE 3.2. *Continued*

The same type of description is given for every cluster separately. At the same time the variables are reranked for the respective cluster. The order of variables is meaningful different for every cluster.

Looking at the cluster member list we can see that a country's three populations tend to group to the same cluster. In cluster *A* these cases are England, New Zealand, Sweden, Indonesia and Nigeria. Cluster *B* is formed by the Netherlands, USA and Scotland and by two populations of Australia and Hungary and three single populations, Finland-C, Italy-A and Hamburg-B. Cluster *C* consists of Chile and Italy-C. Cluster *D* consists of Thailand, Kenya and Italy-B, Hungary-C and Finland- B. With some exceptions the four clusters are mainly based on curricula of countries. Finland and Italy have populations dispersed into three clusters.

Among the emphasized variables in all clusters are 'students' personal growth', '..to get students to a point of competence', 'subject matter to be covered' and 'to transmit national culture'. The emphasis of 'students' needs', 'students' abilities', 'students' interests' is high in rank in three of the groups.

If the four groups are individually characterized, something can be said about their differences. Cluster *A* tends to set as most important personal growth, students' abilities and interests, the transmission of values and students' personal needs, all features referring to *a person*. Cluster *B* tends to set as most important competence, abilities, a body of knowledge, interest and needs of succeeding level of school, and only thereafter personal growth. We can see a difference in the weighting (ranking) of 'personal' or 'external' variables. Cluster *C* resembles cluster *A* in the rank order of variables, but uses the rating scale very strongly giving to almost all variables high scores with the exception of 'the purpose to bring students to a point of competence'. Cluster *D* has its own characteristics in the responses. It also rates high subject matter, personal growth and development, values to be transmitted, and competence, but also needs of society, and national culture. This is not very different from other groups, but less emphasized among the variables are students' personal needs, students' abilities and interests.

3.2. General aims and purposes as they appear in mother tongue teaching

The same 15 questions were asked and rated by the centres as mother tongue objectives - as opposed to general objectives of schooling. The cluster analysis results are presented in Table 3.2. in the same manner as in Table 3.1. Reactions to the variables tend to be more diverse. Cluster analysis can be studied using five groups. The group means are more dispersed on the scale, therefore reactions may be said to be more differentiated. Many of the variables are emphasized less by these groups than was the case when the variables were asked as general educational objectives.

Looking at the list of cluster members (Figure 3.3., Table 3.2.) one observes that the clusters again are often formed on the basis of 'country', but there are signs of the formation of groups also on the basis of population, or age of students. Cluster *A* consists mainly of younger populations (A and B), Cluster *B* consists mainly of older populations (C and B). The three other clusters, *C* to *E*, are mixed in this respect and formed mainly on the basis of 'country', meaning that a country's three populations are standing out as uniform combinations.

Clusters *A* and *B* are rather simple and clear to interpret. Cluster *A* is mainly a group of younger populations and the most emphasized variables are 'personal growth and development', 'students' interest', 'personal needs of students', and 'students' abilities'. Cluster *B* is mainly a group of older populations (C-B) and the most important variables are 'competence', 'vocational needs', 'abilities', 'subject matter to be covered', 'needs of succeeding level of school' and (of course) 'personal growth'. These two groups are formed of European countries, and of the USA, Australia and New Zealand.

Clusters *C*, *D* and *E* are formed on a 'country basis', a country's three populations often existing as a group in the cluster. It is worth noting that these groups rate the variables very important as mother tongue objectives. In terms of interpretation the groups do not differ very much from each other in *the content* of emphasized objectives. In all of the groups basically the same variables are rated important - the exact order fluctuates, but there is no special need for very precise interpretation. A clear observation is that the three groups differ in the use of the rating scale, rating the variables high, with Cluster *E* (Thailand, populations A,B and C) showing the most dramatic division between important and less important variables. These three groups can be said to be different in the general level on which they express the objectives.

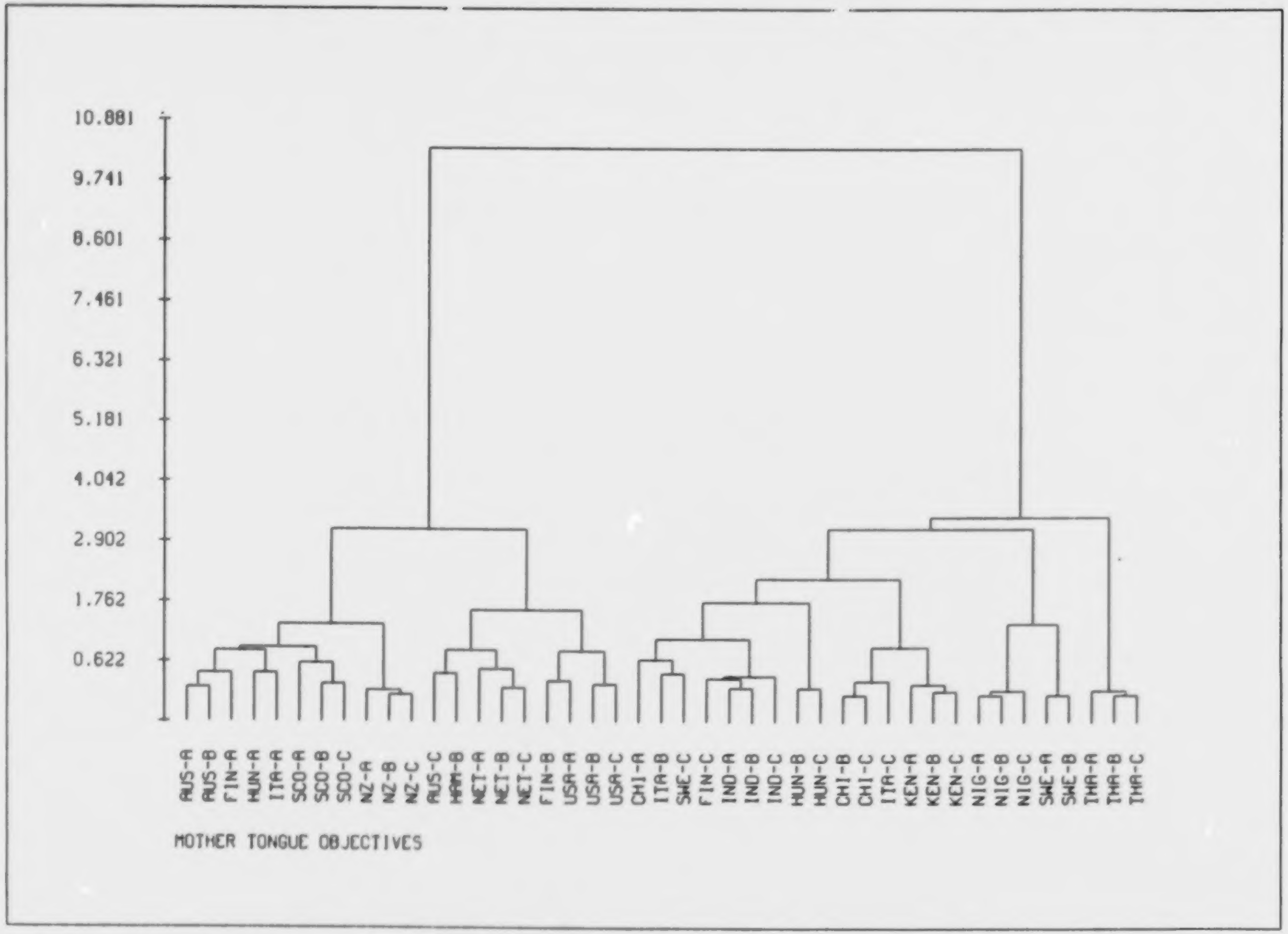
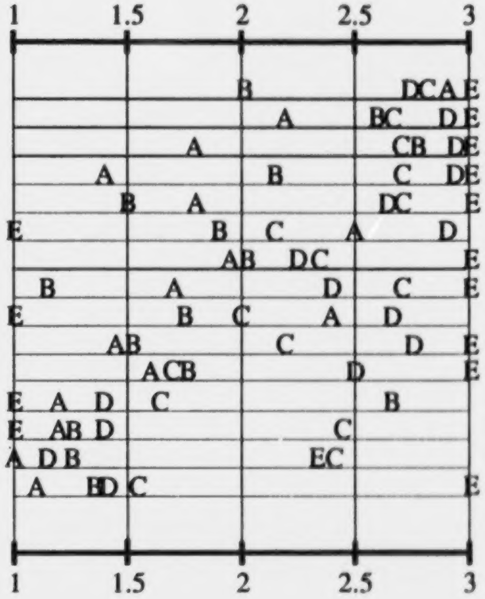


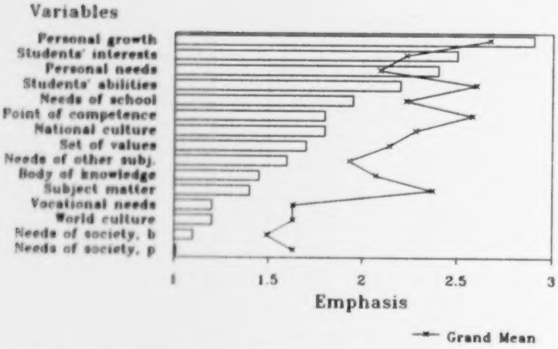
FIGURE 3.3. *General objectives as objectives of mother tongue teaching.
Clusters of curricula*

TABLE 3.2. *General objectives as objectives of mother tongue teaching. Cluster analysis of curricula*



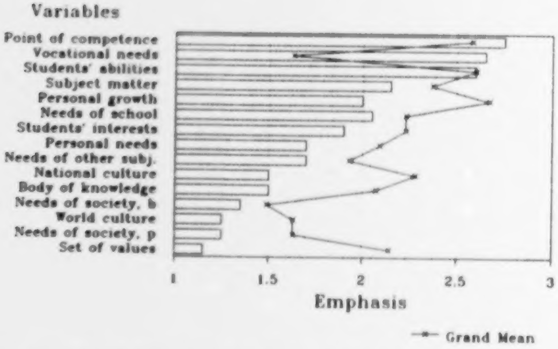
Mean	**SD**	
2.67	0.47	The main purpose.. to encourage personal growth and development
2.60	0.58	Emphasized: Students' abilities
2.58	0.59	The main purpose.. to bring students to a point of competence..
2.37	0.76	Emphasized: Subject matter to be covered
2.28	0.70	Emphasized: Transmission of national culture
2.23	0.65	Emphasized: Students' interests
2.23	0.61	Emphasized: Needs of succeeding level of school
2.14	0.80	The main purpose.. to transmit a set of values to students
2.09	0.68	Emphasized: Personal needs of students
2.07	0.77	The main purpose.. to transmit a body of knowledge
1.93	0.67	Emphasized: Needs of other subjects
1.63	0.76	Emphasized: Vocational needs of students
1.63	0.73	Emphasized: Transmission of world culture
1.63	0.82	Emphasized: Needs of society as determined by social planners
1.49	0.63	Emphasized: Needs of society as determined by budgets

List of cluster members:
Cluster A: AUS-A-B FIN-A HUN-B ITA-A N-Z-A-B-C SCO-A-B
Cluster B: AUS-C HAM-B NET-A-B-C USA-B-C SCO-C
Cluster C: CHI-A-B-C FIN-C HUN-B-C IND-A-B-C ITA-B-C KEN-A-B-C
Cluster D: FIN-B NIG-A-B-C SWE-A-B-C USA-A
Cluster E: THA-A-B-C
(ENG left out because of missing values).



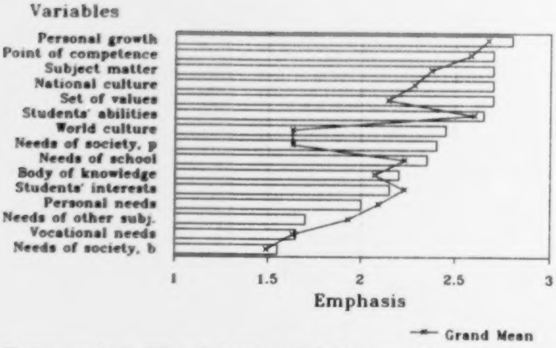
M–T objectives
Cluster A

Cluster members: AUS-A, FIN-A, HUN-A, ITA-A, NZ-A-B-C, SCO-A-B.



Cluster B

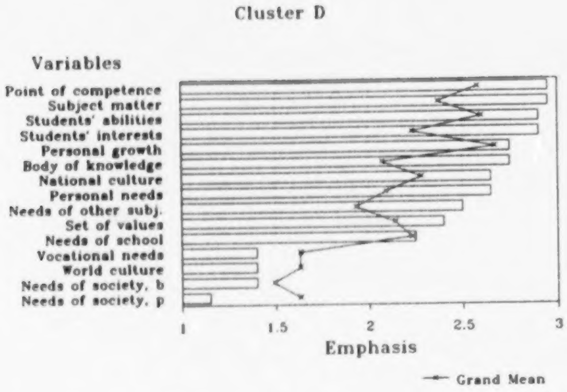
Cluster members: AUS-C,HAM-B, NET-A-B-C, USA-B-C, SCO-C



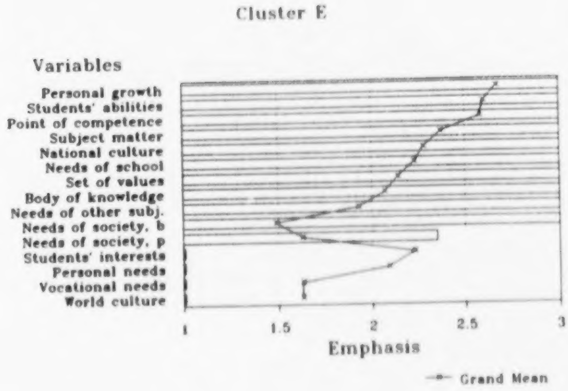
Cluster C

Cluster members: CHI-A-B-C, FIN-C, HUN-B-C, IND-A-B-C, ITA-B-C, KEN-A-B-C

FIGURE 3.4. *General objectives as objectives of mother tongue teaching. Clusters of curricula*



Cluster Mmembers: FIN-B, NIG-A-B-C, SWE-A-B-C, USA-A



Cluster members: THA-A-B-C

FIGURE 3.4. *Continued*

3.3. Aquisition of knowledge and skills

Knowledge of the structure, lexical resources, historical development of the language, the interrelation of language and culture, terminology, literary forms and many other related questions as well as students' psychological abilities such as ability to memorize, to recall relevant information, to think clearly, to analyze and to synthesize, formed a collection of questions rated as goals in mother tongue teaching. All are possible and probable goals, but their relative importance may vary by country and by population.

The four-group solution of the cluster analysis has been chosen to describe these results. The dendrogram in Figure 3.5. gives the grouping of countries and populations. This clustering is later refined with a 'relocation program', which checks individual cases against the four cluster centres and may move some individual cases from one cluster to another, if the formation of clusters becomes more clear. In these analyses the same changes have been made and the final list of cluster members is given in Table 3.3.

A general observation is that responses are widely dispersed on the variables, indicating that differentiated responses were given. As in the cluster analyses described earlier, Table 3.3. ranks the variables over countries and populations. The general importance of variables is hence visible in the rank and the proportional importance can be found in the means of the variables.

The most central knowledge and skills are 'knowledge of the functions and uses of language', cognitive skills like 'ability to think clearly and logically', 'ability to recall relevant information', 'library skills' and 'development of the imagination' and 'abilities to conduct an argument and to analyze'. The list contains linguistic and psychological skills and abilities. The nature of these most central variables is general psychological cognitive skills and abilities. Variables describing more the content of mother tongue are held to be of secondary importance.

The structure of the four clusters is slightly different from the cluster structures described earlier. Countries (curricula) group together differently *and more on the basis of the student's age*. There are fewer cases where all three of a country's populations form a unit and more cases where age populations group together. It is possible to make this inference when looking at the list of cluster members. Cluster *A* is a collection of populations mainly of the B and A levels. Australia and New Zealand appear there with three populations. Cluster *B* is formed predominantly of populations of A and B level and only Hungary is located in that cluster with all three populations. Cluster *C* seems to be quite clearly a population C-level cluster. Cluster *D* is basically a population A-level cluster with the exception of the Netherlands, which appears there with three populations, and England with the B population. This shows also that there is a stronger mix of populations representing developed and developing countries. In general one can say that clustering is based more on content, as represented by the measured variables, than on, for example, school systems, as was the case in the two other cluster analyses described earlier.

Clusters *A* and *B* are in general composed of populations at B- and A-level. In these two groups slightly different sets of variables of 'central or secondary importance' appear. Cluster A considers as central variables like 'knowledge of the functions of language', 'ability to think clearly', 'development of the imagination', 'ability to analyze', '..to conduct an argument', '..to recall relevant information', 'library skills' and 'knowledge of registers and language variants'. The essential nature of these variables is the psychological functions of the student. Less central in the content of these important variables are facts or knowledge about language itself. 'Operating with language' describes the psychological nature of these variables and the psychological functions are also rather demanding.

In Cluster *B* the nature of the variables of 'central or secondary importance' is different. The most important variables are 'ability to recall relevant information', 'knowledge of the functions of language', 'knowledge of the structure of language', 'ability to memorize', 'terminology used in the study of literature', 'principle literary forms' and 'principles of composition writing'. The psychological functions are more simple and there are more content variables referring to language. 'Operating the language' describes the psychological nature of these variables.

Clusters *C* and *D* seem to be very different, the former scoring high on several variables and the latter having no 'central or important' variables in mother tongue teaching. However, there is a real difference between these groups. Cluster *C* is a pure population C-cluster, Cluster *D* being mainly a population A cluster. This difference in the construction of the clusters may be thought to explain the large difference in the means between the groups. However, the case is not solely that. A look at figure 2.1. shows that the same countries scoring high through the whole curriculum questionnaire are well represented in Cluster *C*, and the countries scoring generally low throughout the questionnaire are quite well represented in Cluster *D*. So, the differences between Clusters *C* and *D* may reflect differences between two sets of countries, or two populations of different age levels.

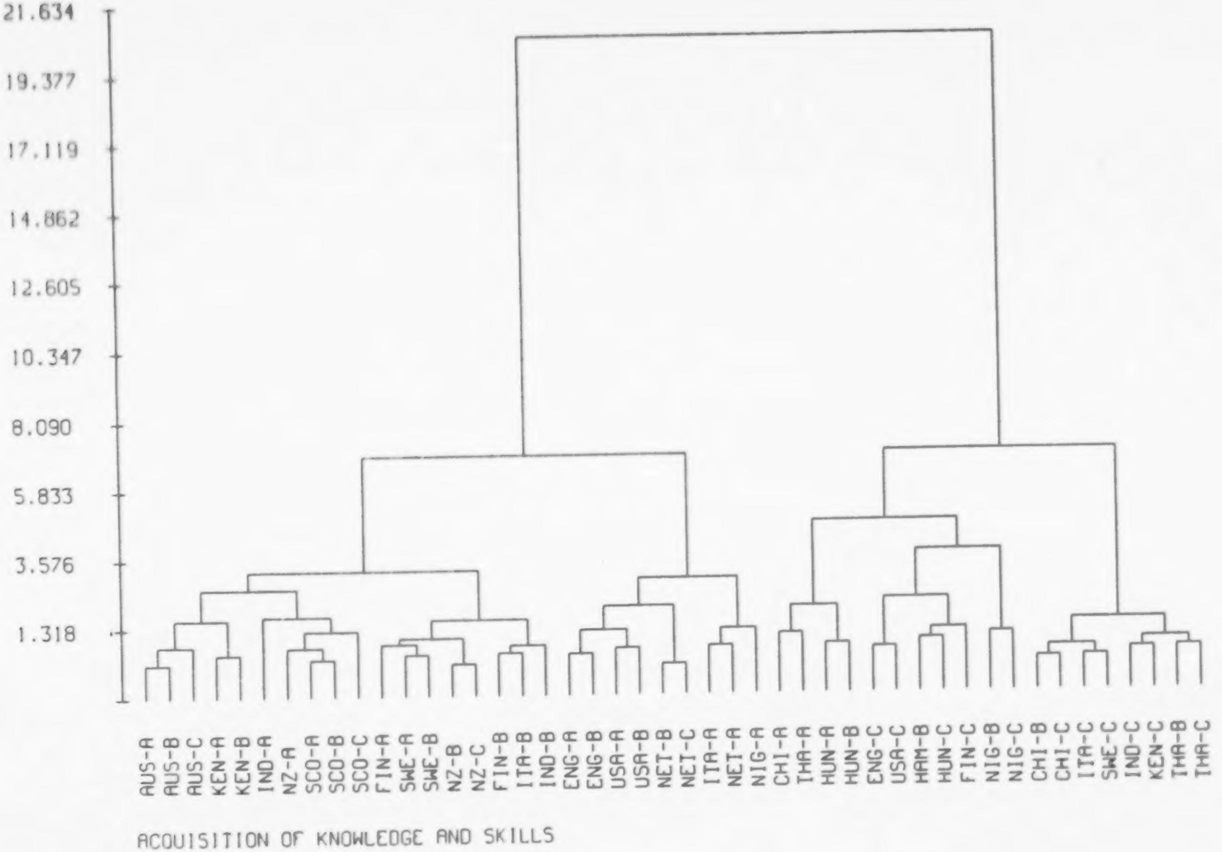
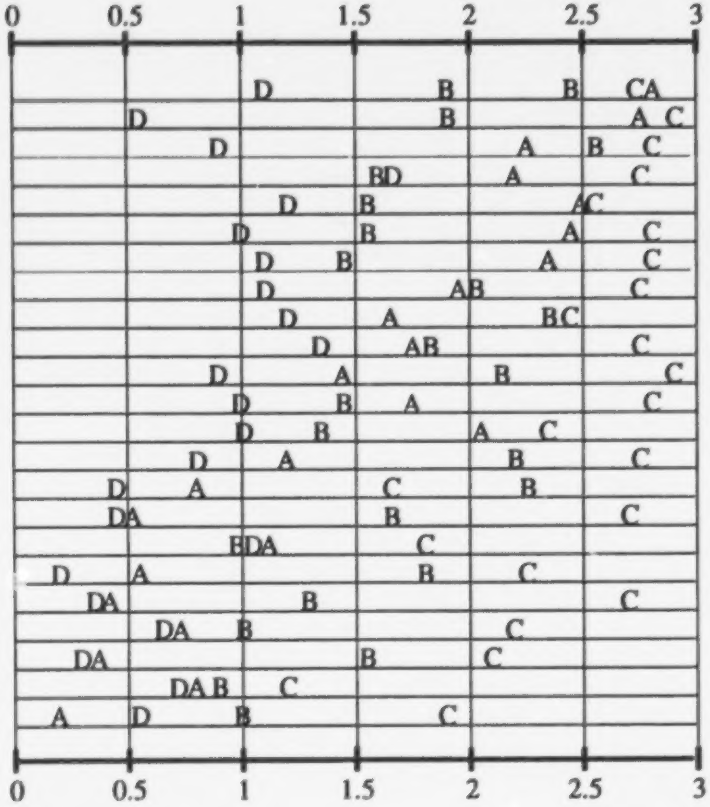


FIGURE 3.5. *Acquisition of knowledge and skills. Cluster analysis*

TABLE 3.3. *Acquisition of knowledge and skills. Mother tongue objectives. Cluster analysis*

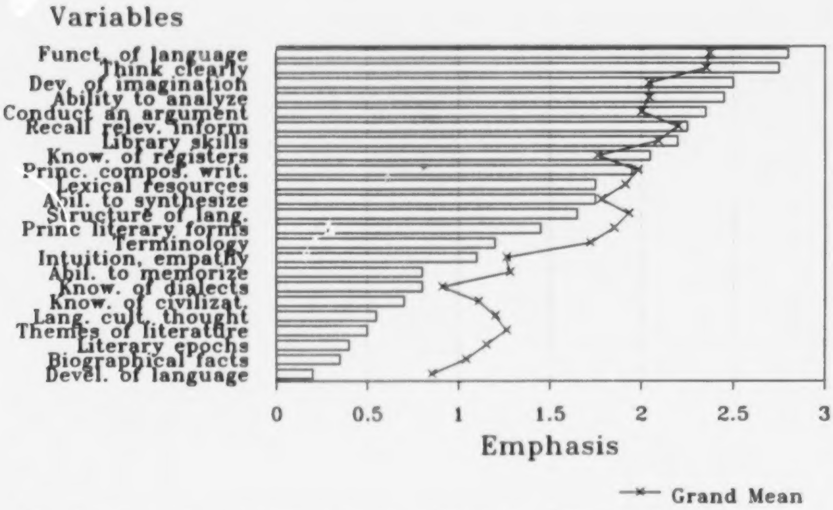


Mean	SD	
2.37	0.97	Knowledge of the functions and uses of language
2.35	0.82	Ability to think clearly and logically
2.20	0.98	Ability to recall relevant information
2.09	0.98	Library skills and use of reference materials
2.04	0.97	Development of the imagination
2.04	0.92	Ability to analyze
2.00	0.87	Ability to conduct an argument
1.98	0.83	Principles of composition writing
1.93	0.83	Knowledge of the structure of language
1.91	0.84	Knowledge of the lexical res. and patterns ..
1.85	1.05	Principle literary forms (epic, lyric, ..)
1.78	0.99	Ability to synthesize
1.76	0.82	Knowledge of registers and language variants
1.72	1.00	Terminology used in the study of literature
1.28	1.05	Ability to memorize
1.26	1.12	Major themes of literature
1.26	0.88	Development of intuition and empathy
1.20	1.15	Know. of ..interrel. of lang., cult., thought
1.15	1.21	Principle literary epochs
1.11	0.95	Knowledge of civilization
1.04	1.01	Biographical facts related to literature
0.91	0.78	Knowledge of social and regional dialects
0.85	0.94	Historical development of the language

List of cluster members:
Cluster A: AUS-A-B-C FIN-A-B KEN-A-B N-Z-A-B-C SWE-A-B SCO-B-C NIG-B
Cluster B: CHI-A ENG-C HAM-B HUN-A-B-C THA-A IND-A-B USA-B
Cluster C: CHI-B-C IND-C KEN-C THA-B-C SWE-C ITA-C NIG-C USA-C FIN-C
Cluster D: ENG-A-B ITA-A NET-A-B-C NIG-A USA-A SCO-A

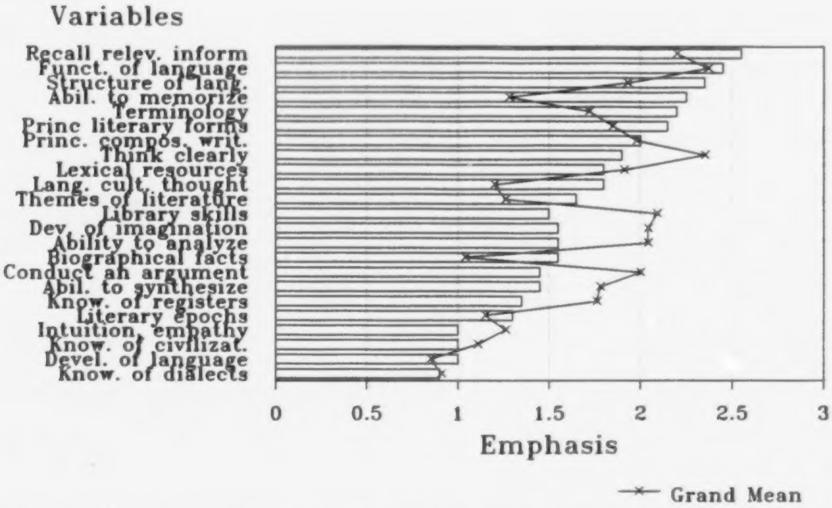
Knowledge and skills

Cluster A



Cluster members: AUS-A-B-C, FIN-A-B, KEN-A-B, NIG-B
NZ-A-B-C, SCO-B-C, SWE-A-B

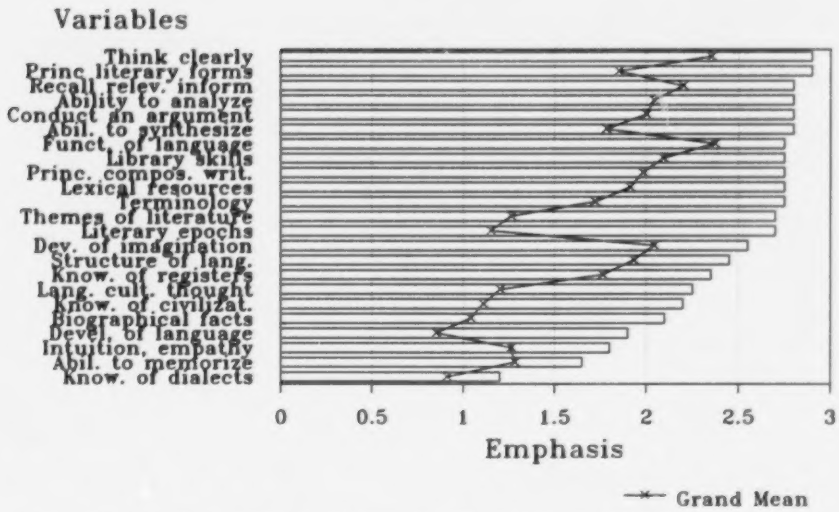
Cluster B



Cluster members: CHI-A, ENG-C, HAM-B, HUN-A-B-C, IND-A-B
THA-A, USA-B

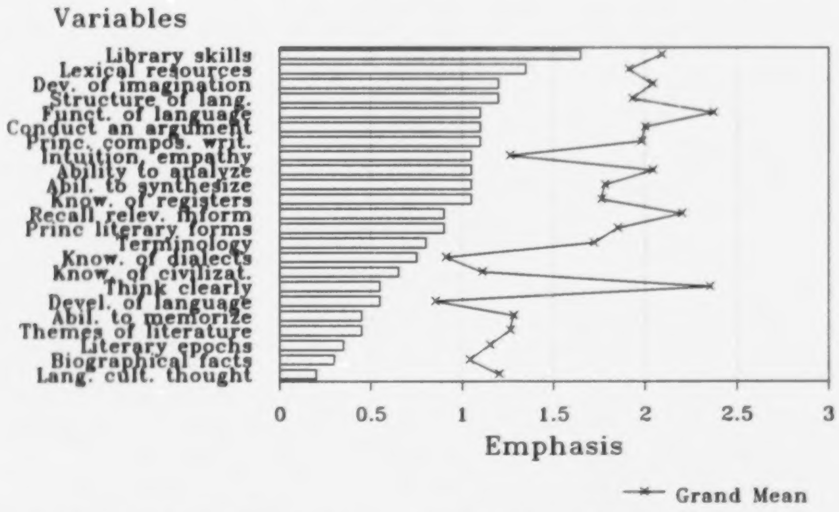
FIGURE 3.6. *Acquisition of knowledge and skills. Cluster analysis*

Cluster C



Cluster members: CHI-B-C, FIN-C, IND-C, ITA-C, KEN-C
NIG-C, SWE-C, THA-B-C

Cluster D



Cluster members: ENG-A-B, ITA-A, NET-A-B-C, NIG-A,
SCO-A, USA-A

FIGURE 3.6. *Continued*

Cluster *C*, the population-C level group, has high rank for variables that refer to personal intellectual skills like 'thinking clearly', 'recalling relevant information', 'ability to analyze', 'to conduct an argument', 'to synthesize' and 'the library skills' and 'uses of reference material'. Important but generally lower in the rank of variables are variables referring to knowledge of content, the language itself. Cluster *D*, the population A-level group, mixes skills and content more and the most important (higher in the rank) skills are less demanding than in Cluster *C*. Imagination and intuition appear more important (in the rank) in this population A-level group. These kinds of differences between population C-level and population A-level groups appear sensible.

3.4. Aesthetic, moral and affective development

Sixteen questions measuring students' aesthetic, affective and moral development and responses were used in clustering the 46 curricula. Here again the variables were rated as central, secondary, occasional or not cited as a goal in M-T teaching. Figure 3.7. shows the dendrogram giving the clustering of cases. A relocation program was run after the original grouping of cases and some of the curricula were removed to another cluster. The final list of cluster members is given in Table 3.4.

The most central variables in the area are 'development of enjoyment of reading', 'appreciation of literature', 'developing confidence in writing', 'development of confidence in the value of one's own observations, knowledge, ideas and opinions', 'development of enjoyment of writing', 'appreciation of language', 'appreciation of national culture', 'growth in understanding other cultures', 'fostering and strenghtening of personal moral values' and 'appreciations of other forms of art'. All these variables are considered as either central or of secondary importance in M-T teaching. The basic nature of the variables is related to getting students to enjoy the subject and to feel secure and confident with it.

Less important variables are 'growth in understanding other epochs', 'scholarly values','..understanding other peoples', or '..theater'.

Clusters are often formed on a 'country basis' meaning that a country's three or at least two populations group into the same cluster. Australia, Chile, New Zealand, Thailand, Sweden, the Netherlands and Scotland have all three populations together in one of the clusters, and there are several countries having two populations in one of the clusters. This means that there is consistency in the aesthetic, moral and affective objecctives in a country's curriculum across populations. There also exists another principle in the cluster formation. Cluster *A* is a collection of level C and B populations, Cluster *D* being a cluster of A and B populations (Table 3.4.).

Cluster *A*, which consists of C and B populations, has high ratings for variables describing literature, enjoyment of reading, arts, language, national culture, confidence in the student's own observations, ideas and knowledge, understanding other epochs, confidence in writing and development of enjoyment of theater. These are high level, ideal objectives of mother tongue teaching, the content of the subject and 'cultural' objectives being well represented.

In Cluster *B*, many of the countries that give generally high ratings are represented, and this surely is one reason for the exceptionally high means the group shows on all of the variables. The cluster is composed nearly evenly of all three population levels and it is therefore possible to interprete the results as high valuation for affective, aesthetic objectives. The first seven variables, rated central in nearly all of these countries (means being as high as 2.9), tend to show students' confidence and enjoyment of many kinds of language use to be the basic nature of these objectives. The person and his/her use of language with enjoyment is most important for these countries - often throughout the school system.

Cluster *C* is a mixture of A and B populations with only two cases of population C (for the Netherlands and Scotland). Referring to Figure 2.1. we realize that many of these cases are 'low-scoring countries', as they generally have used the rating scale with low values throughout the questionnaire. So here, too, the aesthetic, moral and affective variables have been given rather low ratings.

Cluster *D* consists mainly of A and B-level populations and of countries scoring generally at the middle in the analyses described in Table 2.1. (Hungary, Indonesia and Nigeria). Common to these two groups is that aesthetic, moral and affective objectives in M-T teaching are responded to using the rating scale widely. The dispersion of means is wide which provides room for finding important and less important variables. Cluster *C* can be said to rank high on variables referring to the aesthetic development of the student and to personal development in the enjoyment and appreciation of the subject. The same basic character can be found also in Cluster *D*, but in addition this group also rates high appreciation of national culture, other forms of art and theater - the group is conceptually a bit more extensive than Cluster *C*.

The selection of central aesthetic, moral and affective objectives does not differ very much in these three last mentioned clusters (*B*, *C* and *D*), but the general use of rating scales varies considerably. Part of this variation may refer to real differences in the importance of the most central variables, but how real the magnitude of these differences is cannot be answered on the basis of these cluster analyses.

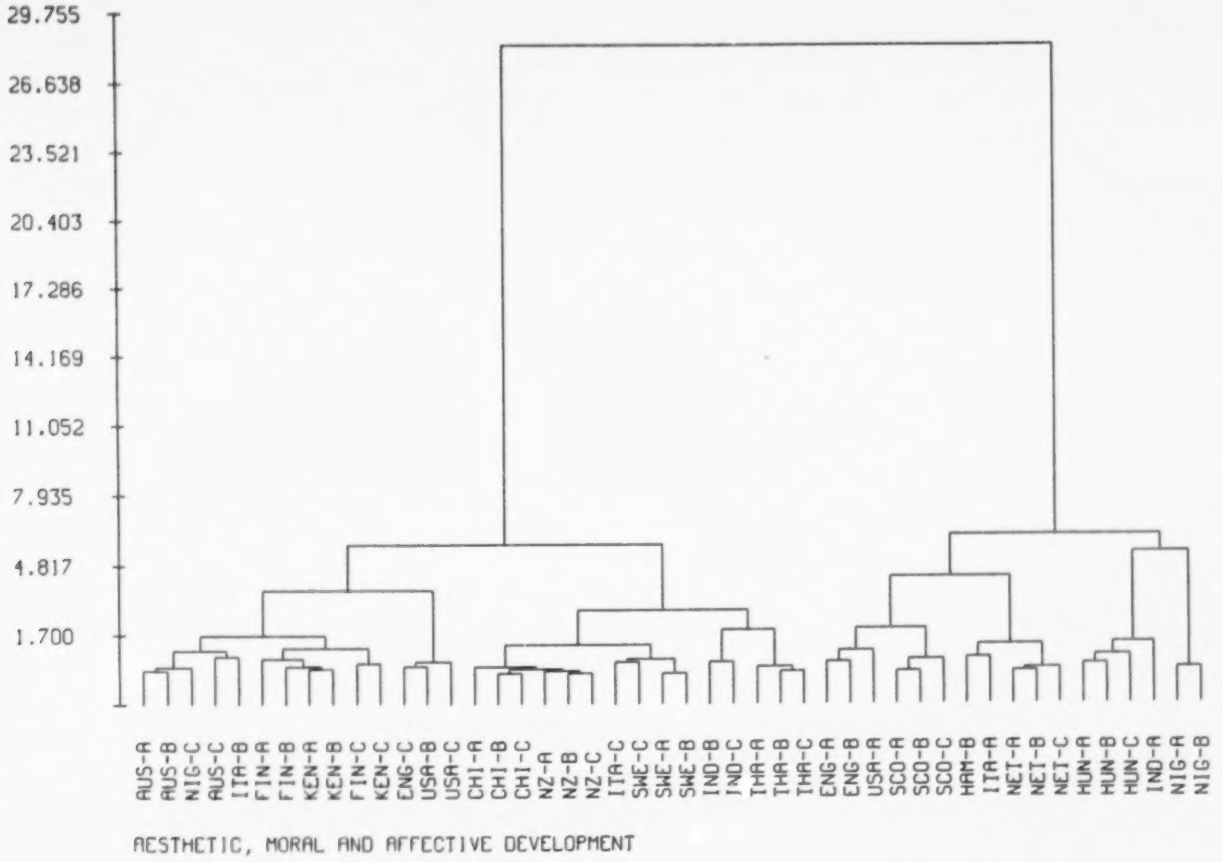
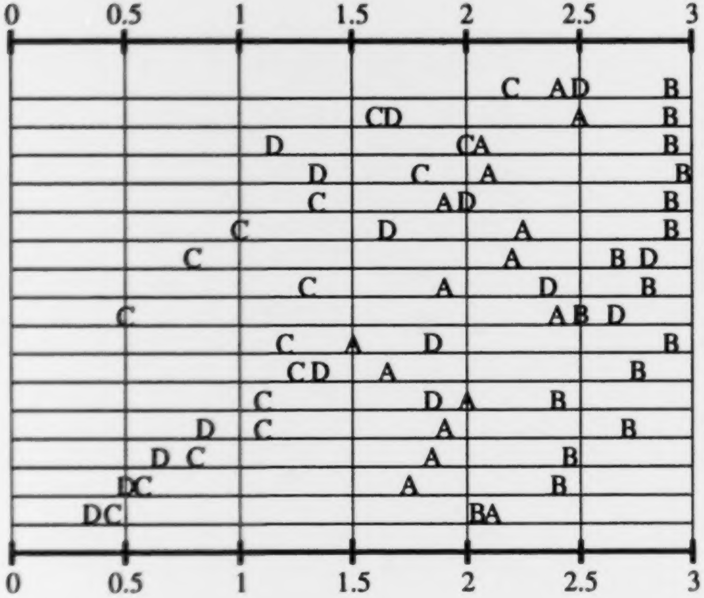


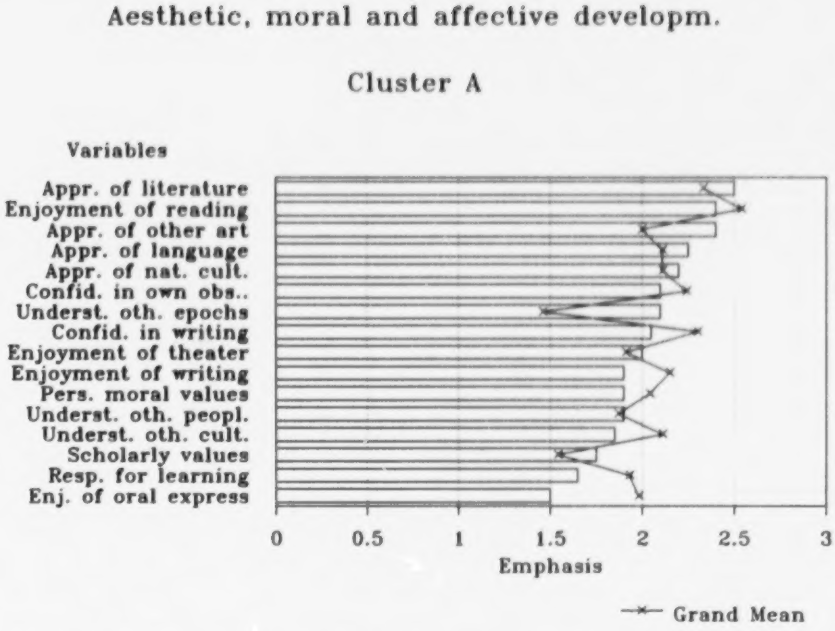
FIGURE 3.7. *Objectives of aesthetic, moral, and affective development in M-T. Cluster analysis*

TABLE 3.4. *Objectives of aesthetic, moral, and affective development in M-T. Cluster analysis*

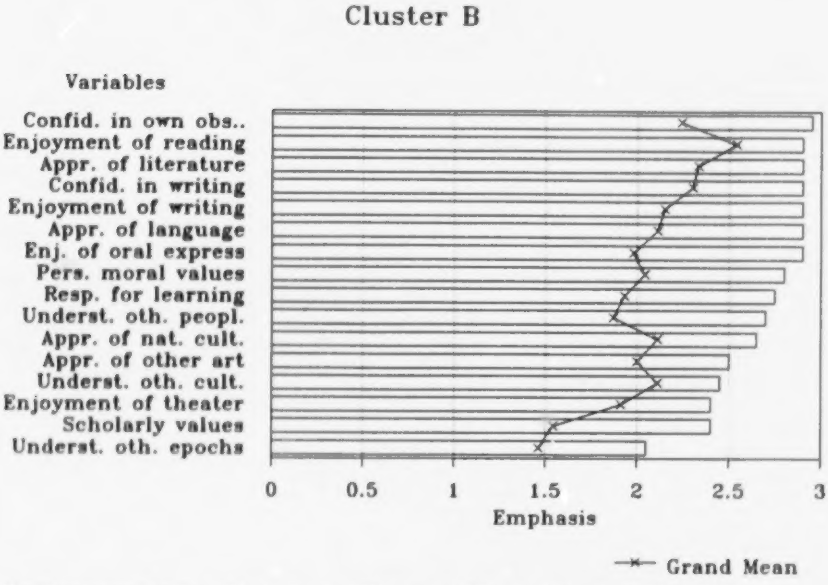


Mean	SD	
2.54	0.72	Development of enjoyment of reading
2.33	0.92	Appreciation of literature
2.30	0.84	Developing confidence in writing
2.24	0.97	Developing confidence in the value of own ..
2.15	0.94	Development of enjoyment of writing
2.11	0.97	Appreciation of language
2.11	0.90	Appreciation of national cultural heritage
2.04	0.99	Fostering and strenght. of personal moral values
2.00	1.02	Appreciation of other forms of art
1.98	0.91	Development of enjoyment of oral expression
1.93	0.85	Development of personal resp. for learning
1.91	0.76	Development of enjoyment of theater (drama)
1.87	0.91	Growth in understanding other peoples
2.11	0.90	Growth in understanding other cultures
1.54	1.15	Scholarly values
1.46	0.98	Growth in understanding other epochs

List of cluster members:
Cluster A: AUS-A-B-C ENG-C FIN-C HUN-C ITA-B KEN-B-C NIG-C USA-B-C
Cluster B: CHI-A-B-C FIN-A-B IND-C ITA-C KEN-A N-Z-A-B-C SWE-A-B-C THA-A-B-C
Cluster C: ENG-A-B HAM-B ITA-A NET-A-B-C SCO-A-B-C
Cluster D: HUN-A-B IND-A-B NIG-A-B

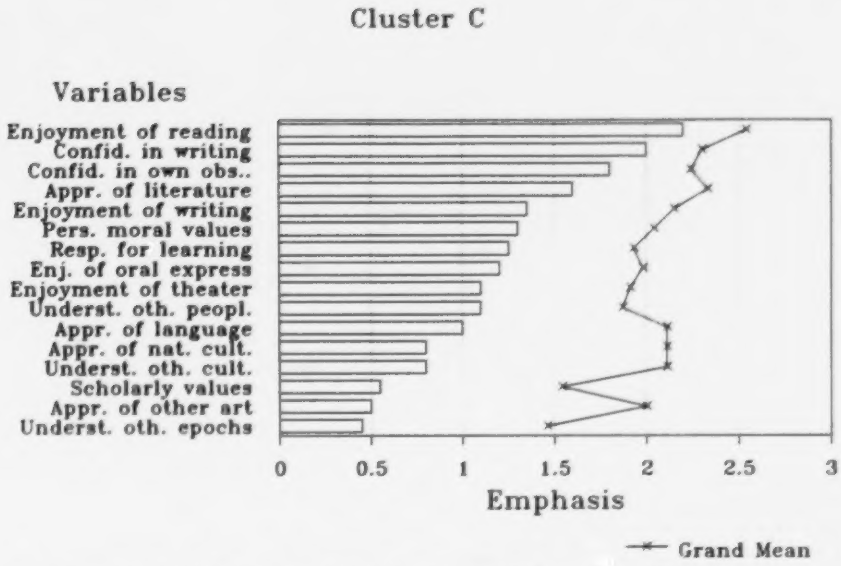


Cluster mermers: AUS-A-B-C, ENG-C, FIN-C, HUN-C, ITA-B
KEN-B-C, NIG-C, USA-B-C

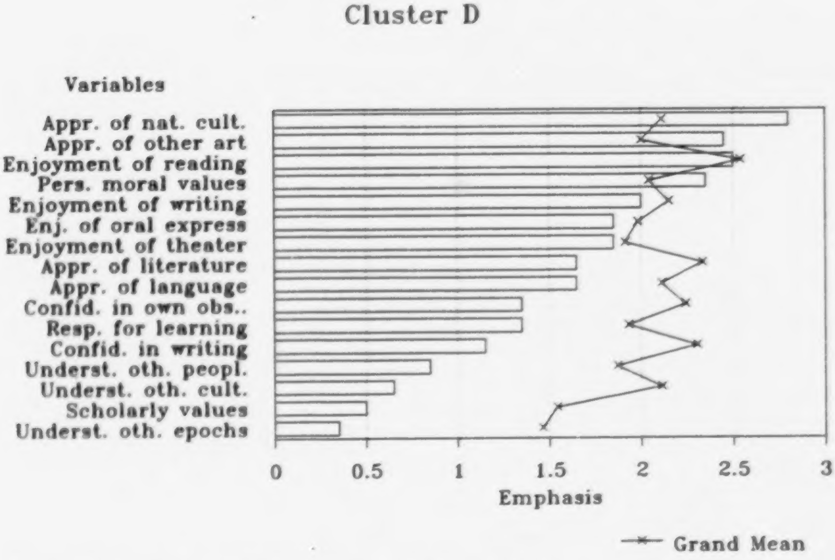


Cluster members: CHI-A-B-C, FIN-A-B, IND-C, ITA-C, KEN-A
NZ-A-B-C, SWE-A-B-C, THA-A-B-C

FIGURE 3.8. *Objectives of aesthetic, moral and affective development. Cluster analysis*



Cluster members: ENG-A-B, HAM-B, ITA-A, NET-A-B-C, USA-A
SCO-A-B-C



Cluster members: HUN-A-B, IND-A-B, NIG-A-B

FIGURE 3.8. *Continued*

Some general comments about cluster analyses

In Chapter 3 we were looking for natural groups of curricula. Clustering is usually technically possible whatever variables have been used, but the meaningfulness and usefulness of the results are not always clear. Clustering is dependent on the structure of the group of cases to be clustered and on the collection of the variables to be used. Technically clustering forms groups within which the distances between cases are minimized and the distances between groups maximized. In this sense one can get natural groups and then describe the groups by giving information concerning the same variables that were used in the clustering process. This was done in this chapter.

An important general question is whether the variables used for clustering are relevant for the task of clustering. The answer to the question of relevancy may basicly be answered by the background theory and the operationalizations based on that theory. Here we have used a general frame of reference guiding the formulation of the questions planned to measure curricula in different countries in mother tongue teaching and the teaching of composition writing.

Yet there are more technical questions concerning the selection of variables to be used in any of the separate clustering trials. There are too many variables to be entered at one time. In this report we have used natural or logical collections of variables for clustering the cases. 'General aims and objectives in schooling', for examle, has been used as a group in a separate cluster analysis. This means that a given, and rather homogeneous, content area of objectives was selected and analyzed at a time.

Chapter 4

Dimensions of mother tongue and composition writing objectives

4.1. Grouping of variables, scale scores

The grouping of variables means here that they will be factor analyzed. The variables in the questionnaire have already been grouped following the logic on which the questionnaire was planned. This logical grouping and its results were reported in Chapter 2. In Chapter 2 the logical grouping went through practically the whole questionnaire including in the four approaches all kinds of variables from highly general educational aims to very specific attitude-like items about specific writing tasks. This is one way to analyze the thinking behind the construction of the questionnaire. However one may consider this too global a decision, with perhaps too much miscellaneous information grouped together.

We know that the logical construction of a measuring instrument does not always fit the empirical verification of it. In test construction it is normal to develop a test continuously or at least several times as a result of empirical observations. Here we have two possibilities for the use of factor analysis of the questionnaire. A confirmative factor analysis could be used, for example, to test the logical classification of variables based on the conceptual thinking in the questionnaire. But to confirm or test something presupposes a high quality of measurement and the general nature of the 'measurement' in this study has already been discussed. A more feasible choice may be to use plain descriptive methods and to use a factor analysis just for an alternative description of the basic features or dimensions of the curricula as they appear in the written documents.

This latter choice is adopted here with the general task being to give an alternative description of the basic dimensions of M-T curricula. This is to be done on two stages, first forming scale scores on a given content area, then factoring the scale scores to describe the factor structure. The natural next step is to give information about the individual curriculas locations on these dimensions. In this chapter factor analysis is used for the forming of scale scores.

The IEA Study of Composition includes several types of other information about school writing; information about schools, teachers, teaching methods, types of writing tasks written in the schools in different countries and by different populations, and especially the actual compositions obtained in the study from each country. Information on the written curricula may serve as one important starting point in planning research hypotheses for later analyses in the study.

The 'logical analysis' in Chapter 2 was very global in nature while the cluster analyses in Chapter 3 split the information into rather small units and kept them separate. A global factor analysis in which a great amount of variables are subjected to one analysis is not possible. The number of cases sets technical limits in this respect. In striving for a general description the only way is to do the task in two stages, to produce 'first order' factors using small collections of variables and then to run a 'second order' factor analysis based on the results of the first order analysis.

There are two sets of variables measuring general objectives: the first set for the general objectives of education and the same questions for the general objectives of M-T teaching. The actual questions are the same for both purposes and the questions have already been described in connection with the cluster analyses (Tables 3.1 and 3.2). A separate factor analysis was performed for each set using Pricipal Component analysis and Varimax rotation. The extraction of factors was stopped when the Eigenvalues were less than 1.0.

For the general objectives of education five factors were extracted and rotated. The first factor (technically named GENOBJ1) has its highest loadings on the variables 'Emphasized: needs of succeeding level of school' (.84), 'Emphasized: needs of other subjects' (.77), 'Emphasized: students' abilities' (.68), and 'Emphasized: needs of society defined by budgets' (.65). The interpreted or content based name for the factor is *Needs defined by the school system.*

The second factor (GENOBJ2) may be said to represent idealistic educational thinking, where 'Subject matter to be covered' is emphasized (.85) together with 'Encouraging personal growth and development' (.79) and considering as a main purpose of education the 'Transmission of a set of values' (.69). The factor is named *Subject matter and personal development.*

The third factor (GENOBJ3) emphasizes 'Personal needs of students' (.91) and 'Students' interests' (.80) and is named *Personal needs and interests*. The fourth factor (GENOBJ4) is clearly a wider *Cultural knowledge and societal needs* factor having its highest loadings on 'Transmission of world culture' (.84) and 'Needs of society determined by social planners' (.77), considering as a main purpose '..to transmit body of knowledge' (.61) and emphasizing 'Vocational needs of students' (.53).

The fifth factor was left uninterpreted because of the contradictory content of the two highest loading variables and the correlation of one of the variables with many other factors. The decision was to use these two variables later as single items.

Based on these interpreted factors scale scores as sums of relevant items were calculated. Lists of items used in scale score calculations are given in Table 4.1.

When the same questions were subjected to factor analysis as objectives of M-T teaching, six factors were extracted. The first of these (MTOBJ1) is a pure *Knowledge and competence* factor having high loadings on 'Subject matter to be covered' (.83), 'To transmit ..knowledge as main purpose of teaching' (.83) and 'to bring students to a point of competence or proficiency as the main purpose of teaching' (.68). The second factor (MTOBJ2) stresses the needs of the school, having high loadings on the variables 'needs of other subjects' (.82), 'needs of succeeding level of school' (.75) and 'students' abilities emphasized in M-T teaching' (.69). The factor is named *Needs defined by the school*.

The third factor (MTOBJ3) concentrates solely on the student; emphasis in M-T teaching is on the 'personal needs of students' (.88), '..and on students' interests' (.88) and the main purpose of teaching is to '..encourage personal growth and development' (.52). The factor is named *Personal needs and interests*. The fourth factor (MTOBJ4) also underlines personal growth, but in a larger societal context. The main purpose of M-T teaching is 'to encourage personal growth and development' (.74). Also emphasized are 'needs of society as determined by social planners' (.74), 'needs of society as determined by budget' (.63) and '..to transmit a set of values' as the main purpose of M-T teaching (.58). *Societal needs, values and personal growth* is the name given to this factor. The fifth factor (MTOBJ5) is a culture factor in M-T teaching. The highest loadings are on the variables 'emphasis.. transmission of world culture' (.93) and 'transmission of national culture' (.51). The factor is named *Transmission of (world and national) culture*. The sixth factor is formed mainly only by the 'vocational needs of students' and this variable has been left as a single variable for later analysis. A full description of the factor analysis is given in Table 4.2.

A section in the Curriculum Questionnaire includes questions about the acquisition of knowledge. Fourteen variables were subjected to a factor analysis and the results led to the observation that the collection of questions do not represent a very wide coverage of the possible content of knowledge in M-T curricula. The resulting factors are useful descriptions about the subject area, but the coverage of the field could have been wider.

TABLE 4.1. *General objectives of education. Factor analysis. Rotated factor matrix*

Var.	f1'	f2'	f3'	f4'	f5'	Name of the variable
0601	15	-46	44	61	-02	Main purpose of instr.: to transmit a body of knowledge
0602	11	01	25	-02	83	Main purpose of instr.: to bring to a point of competence or proficiency
0603	-05	79	36	16	-05	Main purpose of instr.: to encourage personal growth and development
0604	13	69	32	33	-28	Main purpose of instr.: to transmit a set of values
0801	36	06	80	13	08	Emphasis: students' interest
0802	68	10	35	10	20	Emphasis: students' abilities
0803	49	-14	-25	53	45	Emphasis: vocational needs of students
0804	10	22	91	-16	07	Emphasis: personal needs of students
0805	47	19	21	25	-56	Emphasis: transmission of national culture
0806	17	23	-10	84	-00	Emphasis: transmission of world culture
0807	02	30	05	77	-13	Emphasis: needs of society determined by social planners
0808	65	-35	26	05	26	Emphasis: needs of society defined by budgets
0809	24	85	-08	11	06	Emphasis: subject matter to be covered
0810	77	11	10	04	-19	Emphasis: needs of other subjects
0811	84	30	-04	03	-01	Emphasis: needs of succeeding level of school
	4.28	2.37	1.92	1.64	1.19	Eigenvalues
	28.5	15.8	12.8	10.9	7.9	Percent of variance
	28.5	44.3	57.1	68.0	76.0	Cumulat. perc. of variance

Scale scores:	Fact1'	=	GENOBJ1:	Needs defined by school	Sum of 0811, 0810, 0802, 0808.
	Fact2'	=	GENOBJ2:	Subject matter and personal development	Sum of 0809, 0603, 0604.
	Fact3'	=	GENOBJ3:	Personal needs and interests	Sum of 0804, 0801.
	Fact4'	=	GENOBJ4:	Cultural knowledge and societal needs	Sum of 0806, 0807, 0601, 0803.
	(Fact5'		not created.	0602 and 0805 to be used as single variables)	

TABLE 4.2. *Mother tongue objectives. Factor analysis. Rotated factor matrix*

Var.	f1'	f2'	f3'	f4'	f5'	f6'	Name of the variable.
0901	83	19	10	27	08	-04	Main purpose of teaching: to tramnsmit .. knowledge
0902	68	15	-11	04	06	50	Main purpose of teaching: to bring to a point of competence or proficiency demanded by society
0903	04	08	52	74	04	-24	Main purpose of teaching: ..encourage personal growth and development
0904	36	34	06	58	38	-18	Main purpose of teaching: transmit a set of values
1001	00	-12	88	-10	03	08	Emphasis in M-T teaching: students' interest
1002	13	69	17	04	21	51	Emphasis in M-T teaching: students' abilities
1003	03	-18	-02	-02	00	88	Emphasis in M-T teaching: vocational needs of students
1004	-10	13	88	07	-00	-07	Emphasis in M-T teaching: personal needs of students
1005	45	57	07	18	51	-15	Emphasis in M-T teaching: transmission of national culture
1006	16	-09	04	13	93	08	Emphasis in M-T teaching: transmission of world culture
1007	23	-05	-19	74	44	16	Emphasis in M-T teaching: needs of society as determined by social planners
1008	37	23	-35	63	-24	22	Emphasis in M-T teaching: needs of society as determined by bydget
1009	83	17	-17	14	21	02	Emphasis in M-T teaching: subject matter to be covered
1010	25	82	08	-02	-18	-06	Emphasis in M-T teaching: needs of other subjects
1011	09	75	-22	23	-03	-24	Emphasis in M-T teaching: needs of succeeding level of school
	4.73	2.29	1.81	1.55	1.03	0.82	Eigenvalues
	31.5	15.2	12.0	10.3	6.9	5.5	Percent of variance
	31.5	46.8	58.8	69.1	76.0	81.5	Cum. perc.

Scale scores: Variables	Name of scale score
F1' = MTOBJ1 = Sum of 0901, 0902, 1009.	Knowledge and competence.
F2' = MTOBJ2 = Sum of 1002, 1010, 1011. (1005 not used)	Needs defined by school.
F3' = MTOBJ3 = Sum of 0903, 1001, 1004.	Personal needs and interest.
F4' = MTOBJ4 = Sum of 0903, 0904, 1007, 1008.	Societal needs, values and personal growth.
F5' = MTOBJ5 = Sum of 1005, 1006.	Transmission of (national and world) culture.

(F6 was not created. Variable 1003 to be kept as a single variable)

Six factors were extracted, of which the last two are less important residual factors comprised of single items and having low eigenvalues. The third factor is also mainly a singleton. This led to the decision to interpret and use only three of the factors (Table 4.3.).

The first factor includes as important cognitive goals in M-T teaching 'major themes of literature' (.81), 'principal literary epochs' (.80), 'terminology used in the study of literature' (.75), 'biographical facts related to literature' (.75), 'principle literary forms - like epic, lyric, drama etc.' (.73), 'knowledge of the interrelation of language, culture and thought' (.61) and 'historical development of language' (.60). The factor is named ***Knowledge about literature and language*** (ACQKN1) and as such it is very homogeneous in its content.

Two variables 'knowledge of the structure of language' (.82) and 'knowledge of the lexical resources and patterns of the mother tongue' (.82) load on the second factor, which is named ***Knowledge of language*** (ACQKN2). The fourth factor ***Knowledge of civilization and writing*** (ACQKN4) is also based on two variab les, 'knowledge of civilization' (.72) and 'principles of composition writing' (.70).

Factoring the variables measuring 'aquisition of knowledge' in mother tongue shows that there is one strong general factor explaining 48.4 percent of the variance, and several specific factors. The extracted factors 3, 5 and 6 are each formed of one strong variable having a high loading on the factor, and of several variables with low loadings and often correlating with other factors. The decision was made not to use these factors as the basis of scale scores. The variables with the highest loadings on separate factors 'knowledge of the functions and uses of language' (.90), 'knowledge of social and regional dialects' (.88) and 'knowledge of registers and language variants' (.88) are therefore used as the measured variables.

The content in these three analyses may be best described as referring to the content of the subject, mother tongue, and to linguistic elements in the curricula. Psychologically different is the next set of variables measuring students' mental-psychological functions in the domain of mother tongue. This statement is not to be taken quite exclusively, there are still other examples of variables of the former type, but the main tenor of the questions is to measure students' abilities, skills and affective reactions, and learning experiences.

Thirty variables covering language skills, cognitive skills, aesthetic development and affective and moral development were subjected to a factor analysis. Eight factors were extracted, of which the first was a strong general factor and the last two were again residual-type factors comprised of one or only very few variables. The first factor explained 44.8 % of the total explained variance and was interpreted to be a *Thinking and reasoning abilities* (ACQSKI1) factor with high loadings on the variables 'ability to conduct an argument' (.91), 'ability to analyze' (.90), 'ability to synthesize' (.89), 'ability to think clearly and logically' (.58), which all represent psychological cognitive skills. Included in the factor are also other types of variables with moderate loadings. 'growth in understanding other epochs' (.72) is classified as an affective variable, 'development of enjoyment of theater' (.63) is considered an aesthetic skill and 'developing confidence in one's own observations, knowledge and opinions' (.52) is seen as affective-moral development. These variables all refer to high level personal skills and personal development in the field of M-T.

The rest of the extracted factors are rather specific and their explanatory power is essentially lower, ranging from 3.7 to 1.07 percent. *Appreciation of literature and language* (ACQSKI2) has loadings on the variables 'appreciation of literature' (.84), 'critical reading and analysis of literature' (.77), 'appreciation of language' (.74), 'developing confidence in writing' (.73), 'growth in understanding other cultures' (.62), 'library skills and use of reference material' (.60) and 'growth in understanding other poeples' (.52).

The third factor is an *Oral use of language* factor (ACQSKI3) including the variables 'listening comprehension' (.92), 'oral expression' (.79), 'development of enjoyment of oral expression' (.78), 'development of enjoyment of writing' (.69) and 'development of enjoyment of reading' (.59). The fourth factor is loaded on the variables 'ability to memorize' (.90), 'ability to recall relevant information' (.82), 'appreciation of national cultural heritage' (.70), 'fostering and strengthening of personal moral values' (.70) and 'written expression' (.61). A clear interpretation of the factor is difficult. It is not easy to see the connection between simple mental skills (memory and recall) and national cultural heritage or the strengthening of personal moral values and written expression. The factor is named *Appreciation of memorized facts* (ACQSKI4).

The fifth factor is called *Development of moral honesty and responsibility* (ACQSKI5) and is loaded on the variables 'scholarly values (scholarly honesty, avoidance of plagiarism)' (.68), 'development of personal responsibility for learning the subject' (.62) and 'development of intuition and empathy' (.62). The last interpreted factor stresses 'reading comprehension as language skill' (.77) and 'development of the imagination - as cognitive skill' (.46). This rather specific factor was named *Reading comprehension and imagination* (ACQSKI6).

TABLE 4.3. *Acquisition of knowledge. Factor analysis. Rotated factor matrix*

Var.	f1'	f2'	f3'	f4'	f5'	f6'	Name of the variable
1201	30	82	13	19	09	-09	Knowledge of the structure of language (grammar, syntax, morphology)
1202	22	82	06	17	14	11	Knowledge of the lexical resources and patterns of the mother tongue
1203	60	29	17	34	42	-27	Historical development of the language
1204	61	16	51	30	18	-12	Knowledge of the interrelation of language, culture and thought
1205	13	14	90	-04	05	27	Knowledge of the functions and uses of language
1206	18	04	24	19	19	88	Knowledge of registers and language variants
1207	19	15	05	-05	88	18	Knowledge of social and regional dialects
1208	27	31	29	70	-22	18	Principles of composition writing (logical forms, rhetoric forms, ..)
1209	75	41	10	15	-20	20	Terminology used in the study of literature
1210	73	50	14	00	03	12	Principle literary forms (epic, lyric, verse, drama, novel)
1211	80	-02	14	18	29	14	Principle literary epochs
1212	81	23	11	22	12	09	Major themes of literature
1213	75	35	-13	25	19	10	Biographical facts related to literature
1214	41	21	-36	72	16	18	Knowledge of civilization
	6.77	1.42	1.17	1.01	0.86	0.57	Eigenvalues
	48.4	10.1	8.4	7.2	6.2	4.1	Percent of the variance
	48.4	58.5	66.9	74.1	80.3	84.3	Cum percent of the variance

Scale scores:

F1 = ACQKN1 = Facts and knowledge about literature. Sum of: 1212, 1211, 1213, 1209, 1210, 1204, 1203
F2 = ACQKN2 = Knowl. of struct. and res. of language. Sum of: 1202, 1201.
F3 = !! Not formed. Var. 1205 alone is to be used!
F4 = ACQKN4 = Knowledge of civilization and writing. Sum of: 1214, 1208.
F5 = !! Not formed. Var. 1207 alone is to be used.
F6 = !! Not formed. Var. 1206 alone is to be used.

TABLE 4.4. *Acquisition of different skills. Factor analysis. Rotated factor matrix*

Var.	f1'	f2'	f3'	f4'	f5'	f6'	f7'	f8'	Name of the variable
1216	01	08	92	01	16	03	-03	-00	Listening comprehension (language skill)
1217	-18	-11	79	28	23	10	-00	12	Oral expression (language skill)
1218	21	34	18	61	-12	48	02	25	Written expression (language skill)
1219	01	05	39	23	15	77	01	15	Reading comprehension (language skill)
1220	50	77	-04	06	05	-21	-10	07	Critical reading andanalysis of literature (lang skill)
1221	-14	-05	07	90	21	-08	-03	-18	Ability to memorize (cogn. skill)
1222	30	08	06	82	-20	20	20	06	Ability to recall relevant information (cogn. skill)
1223	58	17	-06	-14	42	22	22	46	Ability to think clearly and logically (cogn. skill)
1224	91	24	11	02	02	09	11	03	Ability to conduct an argument (cogn. skill)
1225	90	15	02	08	20	08	02	11	Ability to analyze (cogn. skill)
1226	89	13	09	13	23	11	09	06	Ability to synthesize (cogn. skill)
1227	36	32	45	23	28	46	18	-18	Development of the imagination (cogn. skill)
1228	24	42	38	-06	62	10	-01	-16	Development of intuition and emphaty (cogn ?)
1229	33	60	23	01	40	29	-26	09	Library skills and use of reference material (cogn. skill)
1230	30	13	59	27	-09	29	-04	55	Development of enjoyment of reading (aesth. skill)
1231	63	11	44	21	-03	01	45	08	Development of enjoyment of theater (aesth. skill)
1232	36	13	69	24	11	24	34	02	Development of enjoyment of writing (aesth. skill)
1233	27	21	78	09	-01	40	19	-06	Development of enjoyment of oral expression (aesth. skill)
1234	02	74	08	34	19	25	29	-04	Appreciation of language (aest. skill)
1235	12	84	06	32	16	05	04	16	Appreciation of literature (aesth.)
1236	26	02	12	37	10	05	84	-01	Appreciation of the forms of art (aesth.)
1237	22	20	27	70	-00	05	43	22	Appreciation of national cultural heritage (aesth.)
1238	01	41	23	70	21	11	22	03	Fostering and strenght. of personal moral values (aff-moral)
1239	33	52	51	15	32	-04	21	-24	Growth in understanding other poeples (aff-moral)
1240	39	62	40	-03	28	-07	28	-12	Growth in understanding other cultures (aff-moral)
1241	72	45	16	18	19	-02	11	-26	Growth in understanding other epochs (aff.)
1242	28	39	43	28	62	12	-02	09	Developm. of personal responsib. for learning the subject (a'f)
1243	42	37	14	09	68	01	21	03	Scholarly values (schol. honesty, avoidance of plagiarism)
1244	28	73	02	-09	09	44	-04	-00	Developing confidence in writing (aff-moral)
1245	52	28	48	-13	-12	44	24	-03	Developing confidence in one's own observations, knowledge, and opinion (aff-moral)
	13.44	3.71	2.58	2.34	1.62	1.07	0.85	0.66	Eigenvalues
	44.8	12.4	8.6	7.8	5.4	3.6	2.8	2.2	Percent of variance
	44.8	57.2	65.8	73.6	79.0	82.5	85.4	87.6	Cum. perc.

Scale scores:
F1 = ACQSKI1 = THINKING AND REASONING ABILITIES. Sum of: 1224, 1225, 1226, 1241, 1231, 1223, 1245.
F2 = ACQSKI2 = APPREC. OF LITER. AND LANGUAGE Sum of: 1235, 1220, 1234, 1244, 1240, 1229, 1239.
F3 = ACQSKI3 = ORAL USE OF LANGUAGE .. Sum of: 1216, 1217, 1233, 1232, 1230.
F4 = ACQSKI4 = (MIXED) MEMORY, NAT. CULTURE.. Sum of: 1221, 1222, 1237, 1238, 1218.
F5 = ACQSKI5 = DEVELOPM. OF MORAL SENSIT.... Sum of: 1243, 1228, 1242.
F6 = ACQSKI6 = READ. COMPR. AND IMAGINATION Sum of: 1219, 1227.
Variable 1236 to be used as a single variable!

The sixth factor can be considered a clear residual factor loaded on only one variable 'appreciation of the forms of art' (.84). It was decided to let this variable stand as a single measured variable for later analysis.

In sum we can say that the factor analyses of the set of variables measuring language skills and students' mental- psychological abilities and skills produced one general factor and a series of specific factors, most of which are interpretable, but not very well differentiated from each other. Many of the variables load on two or more factors. These analyses also slightly violate one of the basic presumptions for factor analyses; the number of variables subjected to the analyses is large if compared to the number of cases. However the main objective of all these factor analyses is to construct scale scores for continued analyses, and for that purpose the analyses are strict enough.

Mother tongue curricula in different countries may adopt or stress a kind of general ethos, basic nature or viewpoint in relation to important aims. This general curricular (didactic) attitude was measured by eight questions about the emphasis given to classroom activities. Three factors were extracted and interpreted. The questions systematically began with the phrase 'Classroom activities should be adapted so that..' and therefore in describing the results here only the essential statement part of the question is given.

The first factor describes a national language value attitude to be emphasized in classroom activities. For three variables the factor loadings were: '..students learn to appreciate generally shared national values' (.92), '..students learn well how to use the language correctly according to generally accepted standard language' (.78), '..students learn basic facts about language usage, national literature, etc.' (.66). *Language, values - ethos* (ETHOS1) was the name given to the factor. The second factor has high loadings on the variables '..students learn to evaluate and discuss values and different alternatives' (.83), '..students learn to recognize the various uses and varieties of language' (.82), 'students learn how to analyze language and argument, how to evaluate and discuss literary work' (.74). This factor sets higher demands on the understanding and use of language and on personal skills in the use of language. The factor was named *Analytical and evaluative language skills* (ETHOS2). The third factor is a clear *Student centered - ethos,* with the variables '..each pupil would be able to realize his/her own potential as an individual personality' (.87) and '..adapted so that they (activities) are related to students' previous experiences' (.73). Of these three factors one represents a basic mastery of 'own' language combined with affective elements of national feelings, the second represents a more demanding mastery of language use, and the third sets the student at the centre and submits language for that purpose.

TABLE 4.5. *Ethos of mother tongue. Factor analysis. Rotated factor matrix*

Var.	f1'	f2'	f3'	Name of the variable
1301	-12	20	87	..each pupil would be able to realize his/her own potential as an individual personality
1302	47	-01	73	..adapted so that they (activities) are related to students' previous experiences
1303	78	19	18	Classroom activities should be adapted so that students learn well how to use the language correctly according to generally accepted standard language
1304	07	82	30	.. students learn to recognize the various uses and varieties of language
1305	92	-02	03	..students learn to appreciate generally shared national values
1306	02	83	17	..students learn to evaluate and discuss values and different alternatives
1307	66	43	-39	..students learn basic facts about language usage, national literature etc.
1308	26	74	-25	..students learn how to analyze language and argument, how to evaluate and discuss literary work
	2.89	1.66	1.47	Eigenvalues
	36.1	20.8	18.4	Percent of Variance
	36.1	56.9	75.3	Cum percent of Variable

Scale scores:

F1 = ETHOS1 = VALUES, LANGUAGE - ETHOS Sum of: 1303, 1305, 1307.
F2 = ETHOS2 = LANGUAGE SKILLS - ETHOS Sum of: 1304, 1306, 1308.
F3 = ETHOS3 = STUDENT CENTERED ETHOS Sum of: 1301, 1302.

Chapter 5

Descriptive characteristics of M-T curricula

5.1. Factoring the scale scores

In order to give a condensed and more general description of the elements in the M-T curricula, a factor analysis was run using the scale scores based on the factor analyses described in the previous chapter. Twenty-one scale scores were created as sums of relevant items (variables). In addition to these scale scores there are a few single variables (as measured variables), which are worth taking into consideration also in this second order factor analysis.

As a general objective of instruction, the variable (CQ0602) 'The main purpose of teaching is to bring students to a point of competence or proficiency demanded by society' did not combine with any of the other variables in the factor analysis. It formed a factor (nearly) alone. When the same variable was subjected to a factor analysis as a measure of importance in mother tongue objectives, it did combine with other variables and was included as an item in a scale score. In its former meaning, as a measure of general objectives of instruction, it is used here as a measured variable and is included in this analysis.

A series of questions measuring general objectives or general methodological attitudes in curricula was handled by creating a sum variable on a logical basis. The variable (TRUST) measures the attitude towards the knowledge and skills possessed by students. Low 'trust' means that students are considered having very little useful knowledge or skills and the teachers' task is to initiate everything from the very beginning. High 'trust' means that a positive trust in childrens' own knowledge and skills exists and that childrens' knowledge and skills are as valuable as the knowledge presented by the teacher.

Four important language skill variables have also been taken into the analysis as measured variables. They measure the emphasis they have in M-T teaching and are 'Listening comprehension', 'Speaking (speech)', 'Reading and literature' and 'Writing and composition'.

This collection of variables was subjected to a factor analysis using the Principal Component method and Varimax rotation. Seven extracted factors explained 81.7 percent of the total variance, the first factor explaining 36.4 % of the common variance and the rest ranging from 13.9 to 4.2 percent. The rotated factor matrix is given in Table

5.1. The variables are roughly ordered by their loadings within each factor to help in reading the table and to help the interpretation of the factors. Respondents often react to individual questions or variables on (at least) two bases; on the essential meaning written into the question, or on selected parts or some clues and hints in the question. The scale scores used include several individual variables, which include very different types of content. There are 'general' subject skills like reading, writing, listening.., there are specific subject skills and content, societal and cultural level concepts, psychological functions at many levels (memory, recall, reasoning, thinking, synthesizating, argumentation) and the variables may measure cognitive, affective, moral, and aesthetic phenomena. Words that refer to teaching are as varied as the functions referring to students' psychological functions. Teaching has to 'foster,' 'strengthen,' 'make learn,' 'develop confidence,' 'appreciation,' 'responsibility,' 'transmit,' 'create enjoyment', etc.

The interpretation of a factor is made not just on the basis of the names of the scale scores and measured variables. Each of the variables contains a lot of important and varied details as described earlier. All of the variables loading on factor I' were written out and listed so that the whole collection of original measured variables could be seen and inspected at the same time. The interpretation of a factor was an attempt to find out the essential meaning of the variables, giving particular attention to possible important key words and clues. Starting with variables with the highest loadings, a working classification was made and apparently different expressions of content - either general educational content or M-T subject content - or expressions of different processes - either teaching processes or students psychological processes at different levels - were collected. This working list of possibly psychologically different items was analyzed and a general interpretation of this analysis became the description of 'what the factor means'.

An abbreviated description of this process is described here for Factor I'.

a) The factor is comprised of

- general objectives of instruction,
- (general) M-T objectives,
- M-T objectives emphasizing:
  - language skills: listening comprehension, oral expression, writing, reading, speaking, listening comprehension (again),
  - psychological skills (abilities): memory, recall, reading comprehension, imagination

b) Elements of the content of the factor:

- general objectives: subject matter (to be covered), personal growth and development, (a) set of values to be transmitted.
- M-T general objectives: personal growth and development, transmission of values, needs of society.
- skills emphasized in M-T teaching:
    - language skills: speaking, listening, listening comprehension, oral expression, reading comprehension, written expression, written expression (occurs twice).
    - psychological skills: ability to memorize, ability to recall, imagination,

c) Other psychological functions:

Enjoyment of oral expression, enjoyment of writing, enjoyment of reading, understanding other peoples, appreciation of..cultural heritage, to foster and to strenghten.. values/personal.

There is no easy differentiation of the general content of education, the general content of M-T teaching, the generalized development of the child including 'personal development' or the development of intellectual or subject skills and abilities. Here the 'subjects' to be studied are written documents for school systems, curricula, not individuals. The function of these documents is to guide the actual school work, to guide it in a very general sense. Therefore it is not surprising that many different phenomena are represented in a strong general factor. The factor tells something of the general level of planning of school systems and M-T teaching. The development of the student as a whole person is clearly understood. The subject matter of M-T is important and necessary in promoting the development of students. The subject matter (content) can be seen widely covering national culture, cultural heritage, values in general and personal moral values. The development of personal growth includes, beside the content, a wide array of personal cognitive and affective skills. In fact there are three types of skills: important language skills (reading, writing, speaking, listening), necessary cognitive skills (memory, recall, imagination), and skills for aesthetic, affective experience. *Personal growth and language development* summarizes the content of the factor and it is so named.

The second factor, explaining 13.9 % of the total variance, is an interesting and important factor. Without being very repetitive in discussing the interpretation of factors, it is informative to show the beginning of the list of contents and processes selected from the original measured variables, roughly in the order where the factor loadings of the scale scores rank in this 'second order of factoring'.

TABLE 5.1. *General and mother tongue objectives. Rotated factor matrix*

Variable	I'	II'	III'	IV'	V'	VI'	VII'	Name of variable and description the variable.
GENOBJ2	91	10	04	13	02	03	14	Subject matter and personal development
MTOBJ4	90	20	-07	17	-01	-00	-06	Personal growth, societal needs and values
CQ1105	79	00	21	-11	35	-05	14	Emphasis in M-T teaching: Speaking (speech)
CQ1104	78	16	35	12	30	04	-06	Emphasis in M-T teaching: Listening comprehension
ACQSKI4	68	25	-18	14	46	-29	16	Memory, national culture, moral values (mixed)
ACQSKI3	66	24	46	-03	32	09	-16	Oral use of language
MTOBJ1	57	23	-10	45	06	46	-07	Knowledge and competence
ACQSKI2	10	89	14	00	27	02	05	Appreciation literature and language
ETHOS2	01	86	-04	-20	14	-00	30	Language skills - Ethos
ACQSKI5	27	74	24	20	09	-19	-15	Developm. of moral sensitiv. and responsibility
ACQSKI1	38	64	34	16	-02	13	23	Thinking and reasoning abilities
GENOBJ4	50	54	-18	31	-25	19	14	Cultural knowledge and societal needs
MTOBJ3	06	00	95	07	09	-14	12	Personal needs and interests (M-T objective)
GENOBJ3	-07	05	85	11	20	02	05	Personal needs and interests (general objective)
ETHOS3	35	23	68	-06	-08	07	21	Student centered - Ethos
GENOBJ1	-02	-17	25	91	02	07	-00	Needs defined by school (general objective)
ACQKN4	39	31	-04	57	20	38	07	Knowledge of civilization and writing
ACQKN1	17	54	-44	55	12	07	26	Facts and knowledge of literature
MTOBJ5	47	33	-08	52	24	-30	23	Transmission of culture
MTOBJ2	33	-08	02	41	64	25	-21	Needs defined by school (M-T objective)
CQ1107	07	27	35	-09	62	06	08	Emphasis in M-T teaching: Writing and composition
CQ1106	22	19	20	10	59	18	39	Emphasis in M-T teaching: Reading and literature
ETHOS1	41	36	-18	42	58	-09	07	Values, language - Ethos
CQ0602	-05	-04	-05	08	12	91	02	..bring std's to a point of competence..
THRUST	04	16	23	06	09	-02	87	Thrust on childrens abilities and knowledge
ACQKN2	44	46	-41	25	10	19	-09	Knowledge of structure and resources of language
ACQSKI6	43	48	40	-21	33	-01	-23	Reading comprehension and imagination
	9.82	3.76	2.49	2.02	1.44	1.41	1.12	Eigenvalues
	36.4	13.9	9.2	7.5	5.3	5.2	4.2	Percent of variance
	36.4	50.3	59.5	67.0	72.3	77.6	81.7	Cum perc. of variance

Contents:	**Processes:**
literature	appreciation
literature	critical reading
language	analysis
writing	appreciation
other cultures	to develop confidence
library - refer. material	understanding
	skills
other peoples	understanding
language, uses and varieties	to recognize
values	to evaluate
	to discuss
literary work	to analyze
	to argue
	to evaluate

......

There are still several other important scale scores loading on this factor, but instead of listing all of them, it can be stated that scholarly values, the development of intuition and empathy, and personal responsibility are seen as important tasks for students to learn. High level thinking and reasoning skills and abilities are also highlighted in this factor. A student should be able to produce an argument, analyze, synthesize, think clearly and logically as well as be able to understand other epochs, to develop an enjoyment of cultural matters and feel confident of his/her own ideas, knowledge and opinions. In teaching it is important to transmit world culture and a body of knowledge - expressed in general terms. Literature is also well represented on this factor - but also on many others - including many characteristically literary contents: major themes of literature, principle literary epochs, biographical facts, literary forms, historical development of language, etc. Language, beside literature, is also important, including its resources, patterns, structure, terminology, and literary forms.

This is like a dream factor of a M-T professor or a demanding teacher. It could be called *Advanced linguistic and literary competence.*

The third factor is named *Student centered language learning* and it has high loadings on scale scores 'Personal needs and interests' (as M-T objects), 'Personal needs and interests' (as general objects of instruction) and 'Student centered - ethos' (as a general 'ethos' in M-T teaching). More precisely, these variables measure students' personal growth and development, emphasize students' interests and personal needs, their own potential as individual personalities and their previous experiences. With moderate loadings (.46 and .40) the factor includes, from the contents of M-T teaching, listening comprehension and oral expression, writing and reading, reading comprehension and development of the imagination and most of these with enjoyment. This factor also rules out 'Facts and knowledge about literature' (-.44) and 'Knowledge of structure and resources of language' (-.41), which further highlights the student centeredness of the factor.

The fourth factor explains 7.5 % of the variance and is rather broad in its content. The high loading (.91) of the scale score 'Genobj1' includes the needs of the succeeding level of schooling, the needs of other subjects and of society, as well as of students' abilities as emphasized in general objectives. The contents of the four moderately loading (.45 - .57) scale scores is characterized by knowledge and knowing. These variables include knowledge of civilization, principles of composition writing, themes of literature and principle literary epochs, facts and terminology of literature, knowledge of literary forms, the interrelation of language, culture and thought, and the historical development of language. Transmission of national and world culture is emphasized and the objective is to transmit knowledge, to emphasize subject matter to be covered and to bring students to a point of competence or proficiency demanded by society. The 'Ethos' of the curriculum in M-T teaching underlines national values, correct use of standard language and the learning of basic facts about language usage. The factor is a wide school and subject matter teaching factor; the content of the subject is well present and expected to be learned, not in a very demanding way, but learned. Transmission of information about language and its correct use refers to 'a normal schooling in M-T teaching'. *Teaching of academically oriented language knowledge and use* could be an appropriate name for the factor. The factor concentrates more on subject matter than the previous factor, which concentrates on the child.

If the previous factor concentrates on the subject matter, the fifth factor can be said to concentrate more strictly on the 'basics' of M-T or of language or of school. Needs of other subjects, needs of the succeeding level of school and students' abilities are emphasized now as M-T objectives rather than as being general objectives as in the previous factor. The factor includes as M-T objectives 'Needs defined by school' (with a loading .64), and the two measured variables, 'Writing and composition are emphasized' and 'Reading and literature are emphasized' (.62 and .59). The general attitude toward mother tongue teaching expressed by the variable 'Values, language - Ethos' has a loading of .58 on the factor. Standard language and its correct use, basic facts about language, national literature and appreciation of national values form the 'Ethos' of M-T teaching. Four other variables appear on the factor with moderate loadings; 'Memory, national culture, moral values' (.46), 'Speaking is emphasized in M-T teaching' (.35), 'Reading comprehension and imagination' (.33), and 'Listening comprehension is emphasized' (.30). Student processes are not expected to be very demanding, to memorize and to recall relevant information are keywords referring to these cognitive processes. Appreciation (of national cultural heritage) and fostering and strengthening (of personal moral values) are verbs referring to affective processes. This factor, explaining 5.3 % of the variance, describes the *Training the basics in mother tongue*.

The sixth factor is comprised of one strong measured variable and of one scale score, the latter loading moderately on the factor. The measured (single) variable 'the main purpose of teaching is to bring students to a point of competence or proficiency demanded by society' (as a main purpose of instruction) defines the nature of the factor with a loading of .91. What is added is the scale score 'Knowledge and competence' as an objective in M-T teaching composed of transmission of knowledge and the emphasis of subject matter to be covered. The factor is as strong as the previous one explaining 5.2 % of the variance. Competence more than content is characteristic for this factor and it could be called *Socially required competence and proficiency*.

Three items in the questionnaire measured on a very general level an attitude toward children or students. The questions ranged from the belief that students know very little and need to be initiated into the subject by the teacher to the belief that what a student possesses is as important as the knowledge presented by the teacher. A variable 'Trust in children's abilities and knowledge' was made by summing the items. This variable with only one other variable, emphasizing reading and literature formed the seventh factor explaining 4.2 % of the variance. The variable and the factor that appeared is interesting, because on a very general level it tells something about the attitudes written into the curricula: to what extent do the objectives and/or methodological suggestions in curricula reflect a trust in the children. The factor was named *Trust in childrens' abilities and knowledge'*.

General interpretations and inferences

The first five factors are important in the description of the objectives of mother tongue teaching. Several scale scores are included in each of these factors, meaning that there is some broader content behind the factor. The last two factors may be important, but they are formed of single or very few variables and therefore there is not much 'content' to be described.

Being a strong general factor the first factor contains a lot of all the good things that can be promoted in M-T teaching. The main idea is that the student and the subject are seen as inseparable and that the development of the student and the learning of the language go hand in hand. Both of these elements, the student and the language, are seen broadly, and important contents of M-T and demanding developmental objectives for the student have been listed. The development of the whole personality is nicely described in the factor, and the suggestion is that all of this will happen by learning the language.

The third factor sets the student in focus in that the learning of the language is subordinated to the needs of the student. Language learning should start where the student is in his/her development. A rather clear opposite is the sixth factor, which stresses the needs of society and the demand set on the student to learn and develop competencies and a level of proficiency needed in society.

These three factors concentrate on the student in very different ways, although they all involve an attempt to develop the student by teaching M-T to him. The second, fourth and, fifth factors concentrate on the language and language teaching. The second factor, 'High level mastery of language and literature', is very demanding on skills presuming high cognitive functions (like analysis, synthesis etc.), but in connection with broadly conceined M-T. The fourth factor is essentially less demanding, stressing the knowledge and correct use of language, which is to be transmitted to the student. The fifth factor goes even more to the basic 'things' of language. The needs of succeeding levels of school and other subjects guide the teaching of language and the basic language skills.

The a priori conceptual background of the questionnaire used two dimensions for classification of aims in M-T teaching. The general approaches divide the aims into four classes; Growth (personality), Competence (skills), Heritage (knowledge) and Values, of which the first two target on the student and the last two target on society, language and subject (i.e., M-T as school subject). Thus, the aims emphasize either person or content.

A second classification was done (Chapter 1) by dividing aims either into personal or instrumental. These two classifications were 'nested' so that a simple cross tabulation is not clear, they divide the aims differently. So, different combinations of classes emerge already on the basis of these classifications of aims, as was seen in Table 1.1.

The results of the factor analyses give an empirical description of the dimensions about aims. This empirical description is naturally a different description from the conceptual one and forms a third classification of aims. Common elements exist in the theoretical and empirical classifications and it is interesting to compare these two. For the first, it is possible to see a division of the factors into two groups (the 7th factor excluded), one including factors 1, 3 and 6 and another including factors 2, 4 and 5. The former is targeting on the student, the latter on language (and, in a larger sense, on society). The three factors forming the first group differ from each other. The first factor describes the development of the student as a whole person and includes a very wide and varied array of M-T content and general content of schooling. It certainly represents the growth -approach in its basic attitude to the student, but at the same time it represents a global attitude toward the language. This part of the content of the factor covers knowledge, values and skills. As a general factor it is not to be classified as describing any single part of the theoretical classification. The two other factors in the first group are more specific and represent different thrusts. Factor three is student centered and addresses the needs of the student. It represents the growth -approach and is individualistic and experiental and trusts the developmental processes in teaching. Factor six describes the competence -approach, and is pragmatic and rigoristic aiming to develop competencies demanded by society or school.

In the second group of factors, factor two resembles the first factor in that it is a good collection of important and demanding language skills and content. High mastery of language and literature involves skills, values, knowledge, cognitive and affective functioning. If the starting point in thinking about the factor is the student, it may be said that the factor represents the competence -approach. But if the M-T content is also observed, it is clear that here is a general factor covering knowledge, values and skills important in M-T, all of which are elements in the competence and heritage -approaches. This factor and the first general factor demonstrate that the learning, growth and development of the student on one the hand, and the learning and mastering of language on the other are inseparable elements when one is analyzing written curricula and the aims and objectives included in them.

In the second group, factor four gets its weights from knowledge about language and the correct use of language. It represents the heritage -approach and is rigoristic - instructional, since knowledge is to be transmitted to the student. Factor five is even more specific in this same direction stressing the basics of language to be learned as a response to the needs of the succeeding level of the school, and of other subjects.

5.2. Factor scores for countries and populations

The previous section presented the basic dimensions of the general aims and objectives of schooling and the aims and objectives of M-T teaching. Here the factor scores for each country and population (i.e. for each curriculum) will be presented. Factor scores are standardized on the scale -3.0 to + 3.0 and negative scores exist, although the logic of the original questions does not suggest any negative meaning of the variables. The questions ask whether a given aim or objective is mentioned in the curriculum or whether the curriculum agrees with a given statement. The lowest 'values' of a statement are 'low agreement' or 'not mentioned'. So, a lack of a variable or 'zero' value may exist, but no actual negative value or meaning. The factor scores are therefore to be understood a) as a ranking of countries and populations and b) as giving a general idea about the dispersion of countries and populations on a factor. This is done by inserting the observations on the factor score scale. (Table 5.2).

As in the earlier presentations of results, exact numerical comparisons are not of interest. Groups of curricula, if they exist, possible dispersion and/or concentration of countries/populations in different factors, are of more interest. England populations A, B and C and Thailand population C do not have these factor scores because of some missing observations.

For Factor 1, 'Personal growth and development', the first observation (Table 5.2) is that there are three groups of curricula, low, middle and high scoring groups. The low and middle scoring groups are formed of industrialized countries' curricula and the high scoring group is formed of developing countries' curricula. Personal growth and development is well indicated in the curricula of developing countries. The second observation is that the dispersion of scores is narrow, large differences do not exist. The third observation is that a particular country's three populations often go together or are very close. Such countries are, e.g., Hungary, New Zealand, Sweden, Chile, Indonesia. In other countries there is more differentiation between populations, but not much.

Curricula tend, therefore, to be homogeneous within countries. The fourth observation is that (younger and older pupil) populations are evenly distributed along the factor score scale. Personal growth and development is generally held as an objective in all populations.

For Factor 2, 'Advanced linguistic and literary competence', there are two main groups of curricula and some extreme cases outside of these groups. Developing countries are mixed with the developed countries and do not exist as a separate group as in Factor 1. In this respect Nigeria and Chile are exceptions, the former having low scores and the latter high. Large differences do not appear, the dispersion of scores is rather small. A country's populations tend to be separated here more than for Factor 1, although Sweden and the Netherlands have their three populations close together. The curricula of these two countries indicate that a high level mastery is an aim for the students of all populations. The overall level of factor scores is different, however, the Netherlands scoring low and Sweden high. A clear observation is that, these two countries excluded, populations are differentiated on this factor. It is naturally a dimension best realized in older student populations. If the distribution is divided into two groups at the score 0, the lower group contains 9 cases of population A and only three cases of population C. In the upper group there are only four cases of population A, but ten cases of population C. It is literature and the demanding cognitive skills, characteristic in this factor, which probably are seen to be more appropriate in the curricula of older populations.

For Factor 3, 'Student centered language learning', a wider dispersion of scores (cases) can be observed. In the low scoring group, formed of Hungary populations A, B and C, (or better in the order of importance C, B and A), and Thailand populations A and B (pop. C is missing for Thailand for these factor scores), student centered language learning is less emphasized. From the 'logical grouping of variables' analysis (Chapter 2) it is known that Thailand is in general a high scoring country, but for this variable it is making an exception, scoring low. A student centered attitude toward language learning is strongly emphasized in the group formed by New Zealand (all populations), Nigeria (all populations) and Sweden (populations A and B). A salient observation is that in Nigeria there is a distinction between Factors 2 and 3 showing low emphasis in 'High level mastery of language and literature' and high emphasis in 'Student centered language learning'. For Factor 3, the rest of the countries can be treated as one group showing medium emphasis of student centeredness in language learning. In this group both developing and industrialized countries are present. The reader may see the ranking in

Table 5.2. The two extreme groups deviate a lot and are interesting for those who can understand and interpret more deeply the curricula of these countries.

For Factor 4, 'Teaching of language knowledge and use', the countries are well distributed along the scale without forming separate groups. There are only a few countries keeping their three populations together: New Zealand, Scotland and Kenya. The main trend is that this factor is more emphasized in population C than in the younger student populations. If the distribution is divided into two groups at f-score 0, there are ten population A curricula and only four population C curricula in the lower group. In the higher group there are only four population A, but nine population C curricula. The teaching of language knowledge and correct use of language is emphasized later in school systems. For example, Sweden, which in many cases has homogeneous curricula for all three populations, does not emphasize this aspect for populations A and B, but does emphasize it for population C. The USA shows strong emphasis on this factor for population C, which is in congruence with its strong emphasis for population C on Factor 2, High level mastery of language and literature.

Factor 5, 'Training the basics in mother tongue', does not show a very clear pattern of factor scores. The distribution of scores is wide. Some grouping appears (three populations of countries including the Netherlands, Kenya, Scotland, Finland, Sweden, Nigeria, Indonesia, New Zealand and USA are very close together on the f-score scale), but with the countries ranging themselves widely over the scale (from the Netherlands, 1.9 in pop-C, to USA, 1.1 pop-C). The 'Training the basics' -factor does not differentiate younger and older student populations, which are evenly distributed on the f-score scale. The general level of importance as expressed by these countries varies. Some of the countries do make a clear difference between populations; Italy giving the least emphasis for population A and the most for population B, and scoring generally low on the factor, Australia giving less emphasis for population C and the most for population A and scoring average on the scale. The difference from AUS pop. C to AUS pop. A is wide, from -1.2 to 1.1 on the scale.

The referents for the content in the factor are 'needs of school', 'needs of successive levels of school', 'the most important language skills' (reading, writing, literature, as well as speaking and listening are present in the factor). The content refers to the general tasks of school as an institution, to make sure that the needs of society have been taken care of. The reactions of countries, as they appear in the curricula, are varied with regard to these general needs. For example, Chile, which is a generally high scoring country, scores low for populations B and C and only average for population A.

Factor 6 is analogous to factor 5 in that school (or mother tongue teaching) is expected to respond to some outside needs, in this case the needs of society. While Factor 5 is related to the content of mother tongue, Factor 6 deals with students' competence. Answers to these needs are as varied as the answers to the needs set by the school in the fifth factor. Populations are evenly distributed on the f-score scale, so that student age is not decisive in this respect. Some countries place less emphasis on competence (Hungary, New Zealand and Chile), and some emphasize it more (the Netherlands, USA, Sweden, Nigeria and Thailand). Two countries (Finland and Kenya) make a clear difference between populations. Kenya sees competence as most important for population C and Finland for population B. In general countries are divided into two groups characterized by low or high emphasis on competence as an objective in M-T teaching.

'Trust in children's abilities and knowledge', Factor 7, tends to show that the lowest scores are for populations A and the highest for populations C, but the total impression of the distribution of scores is mixed. Generally high scoring countries are not scoring high on this factor. Instead trust in children's own abilities and knowledge is emphasized by Hamburg (pop B), Kenya (C), Hungary (C-B), Scotland (C-A-B), Australia (A), Italy (C) and New Zealand (C-B). .

TABLE 5.2. *Factor analysis of scale scores. Factor scores*

FACT SCOR I	Personal growth and language development	FACT SCOR II	Advanced linguistic and literary competence	FACT SCOR III	Student centered language learning	FACT SCOR IV	Teaching of academically oriented language knowledge and use
-3.0		-3.0	NIG-A	-3.0		-3.0	
-2.9		-2.9		-2.9		-2.9	
-2.8		-2.8		-2.8		-2.8	
-2.7		-2.7		-2.7		-2.7	
-2.6		-2.6		-2.6		-2.6	
-2.5		-2.5		-2.5		-2.5	
-2.4		-2.4	IND-A	-2.4	HUN-C	-2.4	
-2.3		-2.3		-2.3		-2.3	
-2.2		-2.2		-2.2		-2.3	
-2.1		-2.1		-2.1	HUN-B	-2.1	
-2.0		-2.0		-2.0		-2.0	
-1.9		-1.9		-1.9	THA-A	-1.9	
-1.8		-1.8	NIG-B	-1.8		-1.8	
-1.7		-1.7		-1.7		-1.7	
-1.6		-1.6		-1.6	THA-B	-1.6	
-1.5		-1.5		-1.5	HUN-A	-1.5	
-1.4		-1.4		-1.4		-1.4	N-Z-A AUS-A
-1.3	USA-C	-1.3		-1.3		-1.3	N-Z-C THA-A N-Z-B
-1.2	SCO-C	-1.2	NET-A IND-B	-1.2		-1.2	KEN-B KEN-A
-1.1	NET-B	-1.1	ITA-A NET-B	-1.1		-1.1	AUS-C
-1.0	USA-B FIN-C	-1.0	SCO-A	-1.0		-1.0	AUS-B THA-B SCO-A
-0.9	AUS-B	-.9	HUN-A NET-C	-.9		-.9	
-0.8	HAM-B NET-C SCO-A	-.8		-.8	NET-C	-.8	ITA-A SWE-A
-0.7	AUS-C	-.7	AUS-A	-.7		-.7	SCO-B NET-A
-0.6	NET-A	-.6	USA-A	-.6	NET-B HAM-B FIN-C IND-A AUS-C	-.6	KEN-C SCO-C
-0.5		-.5	HAM-B	-.5	SCO-C KEN-C	-.5	SWE-B
-0.4	SCO-B HUN-A-B-C USA-A	-.4	SCO-B ITA-B	-.4	IND-B KEN-B	-.4	FIN-B FIN-A HAM-B
-0.3		-.3	HUN-B	-.3	USA-B IND-C ITA-B	-.3	
-0.2	FIN-B AUS-A NIG-C	-.2	NIG-C FIN-A	-.2	USA-C ITA-A	-.2	
-0.1	N-Z-C	-.1		-.1	NET-A	-.1	HUN-A
+-0.0	N-Z-A-B	+-.0	HUN-C USA-B	+-.0	USA-A	+-.0	
0.1	FIN-A	.1	SCO-C THA-A IND-C	.1	AUS-B KEN-A	.1	HUN-B
0.2	ITA-A	.2		.2		.2	ITA-B
0.3	SWE-B-C	.3	N-Z-A	.3	ITA-C	.3	IND-A
0.4	SWE-A	.4	KEN-A-B AUS-B	.4	SWE-C	.4	USA-A SWE-C
0.5		.5	CHI-A	.5	CHI-B-C AUS-A FIN-B	.5	
0.6		.6	AUS-C	.6		.6	NET-B
0.7		.7	THA-B ITA-C	.7	FIN-A SCO-B	.7	NET-C IND-B NIG-A
0.8	CHI-B-C IND-C	.8	SWE-A FIN-C KEN-C	.8		.8	
0.9	KEN-C CHI-A	.9	N-Z-C	.9	CHI-A SCO-A	.9	USA-B HUN-C
1.0	IND-A-B ITA-B	1.0	SWE-B-C N-Z-B FIN-B USA-C	1.0		1.0	NIG-B
1.1	ITA-C NIG-B	1.1		1.1		1.1	
1.2		1.2		1.2	N-Z-B-C NIG-C	1.2	CHI-A
1.3	NIG-A THA-B	1.3		1.3		1.3	IND-C
1.4	KEN-A-B	1.4		1.4	N-Z-A NIG-B SWE-A-B	1.4	FIN-C
1.5		1.5		1.5		1.5	NIG-C
1.6		1.6	CHI-C	1.6		1.6	USA-C
1.7	THA-A	1.7	CHI-B	1.7	NIG-A	1.7	
						1.8	ITA-C CHI-C
						1.9	CHI-B

Table 5.2. *Continued*

FACT SCOR V	Training the basics in mother tongue	FACT SCOR VI	Socially required competence and proficiency	FACT SCOR VII	Trust in childrens' abilities and knowledge
-3.0		-3.0		-3.0	
-2.9		-2.9		-2.9	
-2.8		-2.8		-2.8	
-2.7		-2.7		-2.7	
-2.6		-2.6		-2.6	
-2.5	ITA-A	-2.5		-2.5	
-2.4		-2.4		-2.4	
-2.3		-2.3		-2.3	
-2.2		-2.2	CHI-A	-2.2	
-2.1		-2.1		-2.1	ITA-A
-2.0		-2.0		-2.0	
-1.9	NET-C	-1.9		-1.9	
-1.8	NET-B	-1.8		-1.8	
-1.7	NET-A	-1.7		-1.7	THA-A
-1.6		-1.6	IND-A	-1.6	FIN-A
-1.5		-1.5		-1.5	
-1.4		-1.4	KEN-A	-1.4	USA-A KEN-A
-1.3	CHI-C KEN-C	-1.3	HUN-B	-1.3	
-1.2	CHI-B AUS-C KEN-A	-1.2	SCO-A	-1.2	CHI-A USA-B-C
-1.1		-1.1	IND-B-C N-Z-B-C ITA-A FIN-C	-1.1	
-1.0	KEN-B	-1.0	HUN-C	-1.0	
-.9		-.9	HUN-A N-Z-A	-.9	
-.8		-.8		-.8	AUS-B NET-A
-.7	ITA-C	-.7	CHI-C	-.7	
-.6	SCO-A-B	-.6	CHI-B	-.6	
-.5	FIN-B HAM-B	-.5		-.5	THA-B NET-B
-.4	ITA-B SCO-C	-.4	FIN-A	-.4	
-.3		-.3	AUS-C	-.3	IND-C
-.2		-.2		-.2	NET-C AUS-C ITA-B
-.1	FIN-A SWE-B	-.1		-.1	FIN-B CHI-B
+-.0	HUN-C FIN-C SWE-A	+-.0	SCO-B-C	+-.0	FIN-C IND-B
.1	HUN-A	.1	KEN-B	.1	SWE-A
.2	AUS-B	.2		.2	N-Z-A IND-A NIG-C SWE-B
.3	NIG-A	.3		.3	KEN-B HUN-A NIG-B
.4	NIG-B SWE-C CHI-A	.4		.4	SWE-C
.5		.5	SWE-A NET-A	.5	CHI-C
.6	IND-C	.6	ITA-B AUS-A SWE-B	.6	NIG-A
.7		.7	AUS-B USA-C ITA-C	.7	SCO-B N-Z-B
.8	NIG-C	.8	USA-B HAM-B	.8	N-Z-C SCO-A
.9	IND-B N-Z-B-C USA-A-C	.9	KEN-C	.9	
1.0	HUN-B IND-A	1.0	NET-B-C THA-A NIG-A USA-A	1.0	
1.1	AUS-A N-Z-A USA-B	1.1	SWE-C	1.1	ITA-C
1.2		1.2	FIN-B THA-B NIG-C	1.2	AUS-A
1.3	THA-B	1.3		1.3	HUN-B
1.4		1.4	NIG-B	1.4	SCO-C
1.5	THA-A			1.5	
				1.6	
				1.7	
				1.8	HUN-C
				1.9	KEN-C
				2.2	HAM-B

Part II

Curricula of writing instruction

Chapter 6

Topics of the writing instruction

6.1. Some general notes about curriculum control and writing

This part of the report looks specifically at writing as it is institutionally established in curricula. It includes also a short note concerning general curriculum control in countries taking part in the IEA Writing Study in early 1980's. Table 6.1. presents information about legal requirements for schooling and curricular requirements and instructions for writing.

Nigeria is the only country reporting no legal requirements for schooling at all. National, state, or local requirements are normally set for schooling. Kenya does not express requirements for populations B and C and several other countries do not set these requirements for population C.

For the teaching of mother tongue or the language of instruction, all countries, the Netherlands excluded, have a curriculum defined by national, state or local authorities or controlled by external examination. Kenya does not give information for populations B and C. In most countries curricula include a specific section on writing. For population A this specific section does not exist in Hungary, Indonesia, the Netherlands, for population B in the Netherlands and for population C in Hungary, the Netherlands and New Zealand.

Writing is quite often a part of curricula for foreign language teaching. Even for population A there is a section concerning writing in foreign language teaching in Chile, Finland, Kenya, Thailand and Sweden. For population B it exists in Australia, Chile, England, Hamburg, Finland, Italy, Nigeria, Thailand and Sweden. For population C it is lacking only for four countries, Hungary, Indonesia, the Netherlands and New Zealand.

Several countries' curricula discuss writing also in connection with other academic subjects and with special subjects (like business, remedial education, special education). Some countries report composition taught as a separate subject; Italy-B, the Netherlands-A-B-C, Nigeria-B and USA-B-C. For the rest of the countries composition is often taught as a distinct part of mother tongue, but not in all cases.

TABLE 6.1. *Legal requirements for schooling and writing*

Question or item Country:	AUS	CHI	ENG WAL	HAM	FIN	HUN	IND	ITA	KEN	NET	N-Z	NIG	THA	USA	SWE	SCO
Population:	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
Is there a set of legal requirements for schooling in general ?	SX S S - SX	NNN SX	N NNX	SSS N	NNX	NNN	NNN NNN NNN	N NNN N	N - -	'YES'	N NNN	XXX	NNN	(S/L)	N NNN N	- - -
Is there a curriculum for the teaching of 'Mother Tongue' or language of instruction ?	L/S SL/ - L/S	NNN	L LLL L (EB)	SSS	NNN	NNN	NNN NNN NNN	N NNN N	N - -	X XXX X	N NNN	NNN	NNN	L SLL L	N NNN N	NNN
Does it include a specific section on writing or composition?	L/S SL/S L/S	NNN	L LLL L (EB)	SSS	NNN	XNX	XNN XNN XNN	N NNN N	N - -	X XXX X	N NNX	NNN	NNN	L SLL L	N NNN N	NN-
Is there a curriculum for foreign language teaching that explicitely includes a section on writing ?	L/S XL/ - L/X	LLL	L XLL L (EB)	XSS	NNN	XXX	XXX XXX XXX	N XNN N	N - -	X XXX X	X XXX	XNN (E)	NNN	- X - -	N NNN N	XXN
Is there a discussion of writing in the curriculum documents of other subjects ?	X/S XX/ - X/X	XNN	L LLL L (EB)	XXX	?	XNX	XXX XXX XXX	N XNN N	X - -	X XXX X	X NNX	XXX	NNN XXX	- X - -	N XXN N	XXN
Is there a curriculum for writing in special subjects (e.g. business, remedial education, special education) ?	X/X XX/- X/X	NNN	L LLL L (EB)	XS -	? ?		XXX NNN XXX	N XXN N		X XXX X	X XXX	XXX	XXX	L - - L	X LLX X	XXX

N = By a National Curriculum Agency.
L = By a Local District .
S = By a State or Region.
X = Does not exist.

- = no information given.
EB = "External Board of Examination.

Different lines for a question represent different tracks in school system.

6.2. Amount of writing

The amount of writing in schools is not easy to study and can here be measured only indirectly. The curricula themselves do not give any exact figures for the amount of writing, but some information has been given in the curriculum questionnaire by National Committees or National Coordinators for the Writing Study.

Table 6.2. shows that students write 'More than a page a week' in mother tongue in most of the countries and for most of the populations. This amount of writing is also typical in Foreign language teaching, Social sciences, Natural sciences, Mathematics and Religion in many of the countries. If these six subjects are considered, students in England, Thailand, New Zealand, Chile and Indonesia write five to six compositions a week of the length 'more than an page.' This is true for almost all the populations in these countries. Very little writing is expected outside of mother tongue in the curricula of Finland, Hungary, Sweden and Scotland.

Some curricula contain information about or suggestions for the amount of writing assignments to be given either in mother tongue or in other subjects as well. This information may be written in curricula, or National Committees have rated and given the 'general praxis' of schools. In the mother tongue, writing assignments are given eight times a month in Nigeria (C), Italy (A and B), six times in Chile (A and B). Countries which report that writing assignments are given, also tend to report that writing assignements are given in other subjects too. The total number of writings may be very high if other subjects are also considered. Chile, for example, reports altogether 24 writing assignments for populations B and C, and 15 for population A a month in all relevant subjects. This means almost one assignment per day. Thailand (10 to 16 assignments), Italy (7-16 assignments) and Hamburg (12 assignments for population B) report also high amounts of writing. Other countries indicate either very few assignments per month or do not give this kind of information.

Whether there is information about the number of assignments in curricula or not, students still write papers and use writing both in the mother tongue and in other subjects. Table 6.2. includes information about the typical length of papers, and this information is much more complete than the information about the number of assignments. It is natural that younger populations write shorter pieces than the older populations. Here it may be enough only to pick an observation from this list. In Finland, writing assignments occur infrequently for population C; however, it is typical to write a thousand or more words, which means about four pages. This is done at school.

TABLE 6.2. *Amount of writing*

	Students write more than a page a week in:								Number of wr. assignments:		Typical length of papers				Proportion done as homework.
	Mother Tongue	Foreign language	Social sciences	Natural sciences	Mathematics	Religion	Total		Per month	Total	<250	250-500	500-1000	>1000	
AUS-A	yes	-	-	-	-	-	1	AUS-A	-	-	3	2	1	1	.10
AUS-B	yes	yes	yes	-	-	yes	4	AUS-B	-	-	3	3	1	1	.50
AUS-C	yes	yes	yes	yes	-	yes	5	AUS-C	0	0	1	3	3	2	.75
CHI-A	yes	-	yes	yes	-	-	3	CHI-A	6	15	3	2	2	2	.75
CHI-B	yes	yes	yes	yes	yes	-	5	CHI-B	6	24	3	2	2	2	.75
CHI-C	yes	yes	yes	yes	yes	-	5	CHI-C	5	24	2	3	3	2	.75
ENG-A	yes	yes	yes	yes	yes	-	5	ENG-A	-	-	-	-	-	-	-
ENG-B	yes	yes	yes	yes	yes	yes	6	ENG-B	-	-	-	-	-	-	-
ENG-C	yes	yes	yes	yes	yes	yes	6	ENG-C	-	-	-	-	-	-	-
HAM-B	yes	yes	yes	-	-	-	3	HAM-B	3	12	2	2	2	2	.90
FIN-A	yes	-	-	-	-	-	1	FIN-A	-	-	3	2	2	-	-
FIN-B	yes	yes	-	-	-	-	2	FIN-B	-	-	-	-	-	-	-
FIN-C	yes	-	-	-	-	-	1	FIN-C	-	-	3	2	2	3	-
HUN-A	-	-	-	-	-	-	-	HUN-A	1	1	3	2	1	1	.75
HUN-B	yes	yes	-	-	-	-	2	HUN-B	1	1	3	3	2	1	.50
HUN-C	yes	yes	-	-	-	-	2	HUN-C	1	1	2	3	3	1	.75
IND-A	yes	-	-	yes	yes	yes	4	IND-A	2	-	3	1	1	1	.50
IND-B	yes	-	yes	yes	yes	yes	5	IND-B	2	-	2	2	1	1	.50
IND-C	yes	-	yes	yes	yes	yes	5	IND-C	3	-	2	2	2	1	.50
ITA-A	yes	-	yes	-	yes	-	3	ITA-A	8	16	3	2	1	1	.50
ITA-B	yes	yes	yes	-	yes	-	4	ITA-B	8	15	2	2	2	2	.67
ITA-C	yes	yes	yes	-	yes	-	4	ITA-C	3	7	1	2	3	3	.67
KEN-A	yes	-	yes	-	-	-	2	KEN-A	-	-	3	-	-	-	-
KEN-B	yes	-	yes	yes	-	yes	4	KEN-B	-	-	-	3	-	-	-
KEN-C	yes	-	yes	yes	-	yes	4	KEN-C	-	-	-	-	3	-	-
NET-A	-	-	-	-	-	-	-	NET-A	-	-	-	-	-	-	-
NET-B	-	-	-	-	-	-	-	NET-B	-	-	-	-	-	-	-
NET-C	-	-	-	-	-	-	-	NET-C	-	-	-	-	-	-	-
N-Z-A	yes	-	yes	yes	yes	-	4	N-Z-A	-	-	3	2	-	-	.50
N-Z-B	yes	yes	yes	yes	yes	-	5	N-Z-B	-	-	2	3	2	2	.50
N-Z-C	yes	yes	yes	yes	yes	-	5	N-Z-C	-	-	2	3	2	2	.50
NIG-A	yes	-	-	-	-	yes	2	NIG-A	4	2	3	1	1	1	.25
NIG-B	yes	-	yes	yes	-	yes	4	NIG-B	5	5	2	3	1	1	.50
NIG-C	yes	-	yes	yes	yes	yes	5	NIG-C	8	6	2	2	2	2	.75
THA-A	yes	-	yes	yes	yes	yes	5	THA-A	-	10	3	1	1	1	.70
THA-B	yes	yes	yes	yes	yes	yes	6	THA-B	-	16	3	2	2	2	.70
THA-C	yes	yes	yes	yes	yes	yes	6	THA-C	-	16	3	2	2	2	.70
USA-A	yes	-	yes	-	-	-	2	USA-A	4	6	3	2	2	1	.10
USA-B	-	-	-	-	-	-	-	USA-B	2	4	2	3	2	2	.50
USA-C	yes	yes	yes	-	-	-	3	USA-C	2	4	2	2	3	2	.60
SWE-A	yes	-	-	-	-	-	2	SWE-A	-	-	3	3	2	2	.10
SWE-B	-	-	-	-	-	-	-	SWE-B	-	-	2	3	2	2	.10
SWE-C	yes	-	-	-	yes	-	2	SWE-C	1	4	2	3	3	2	.25
SCO-A	yes	-	-	-	-	-	1	SCO-A	2	-	3	2	1	1	-
SCO-B	yes	-	yes	-	-	-	2	SCO-B	3	-	2	2	3	1	-
SCO-C	yes	-	yes	yes	-	-	3	SCO-C	4	-	2	3	2	1	-

For population C in Italy it is frequent and typical to write long papers, but two thirds of them are done as homework. Writing as homework is also reported in Table 6.2. and the general picture is that most countries assign writing as homework. However, it is very little used in Finland and Sweden.

The curricula do not give any overall picture about the amount of writing of students in school. No coherent observations can be made in this respect based on the curriculum questionnaire. The question as such is important and interesting, however, and in an extra effort to highlight this other data sources were consulted. Teacher files in the IEA Study of Written Composition contain variables measuring the amount of writing in sample classes in each country. This information is also incomplete because of the different levels of participation of countries and populations in the study. Most countries did not participate for all populations and therefore the actual amount of writing can be described only for some countries and populations. Table 6.3. contains information gathered from the teachers of the sampled classes.

Teachers were asked how many compositions of the length of one or more pages students have written during the last three months. Population A results show that Italian teachers report students writing 16.5 compositions on average. The smallest figure is for Sweden, 2.1., and students in Sweden do not write over four compositions in any school. The figures for other countries range from 5.4 to 8.5. Standard deviations seem in general to be quite large and the ranges are often surprisingly large. It is 'normal' to find schools (or at least a school) where no composition was written during the three months preceding the study as well as schools with 20 compositions reported in the same time period. This happens in several countries for population A, Indonesia, Italy, New Zealand, Finland, and USA. For Italy the given figures fit only to four schools (missing values for 38 schools). If Italy is not considered, the rest of the countries do not deviate from each other very much.

For population B the average number of compositions varies from 2.4 to 11.7. Italy, England, New Zealand have the highest means, the Netherlands and Sweden the lowest. There are countries where the range is quite narrow: Sweden (2-5), Finland (1-8) and the Netherlands (0-8). For the rest of the countries it is typical that schools vary considerably in the amount of compositions written in the preceding three months. For instance the range for USA is 0 to 20. Between schools there can be very great differences in the amount of writing in most of the countries. In Sweden, Finland and the Netherlands the amount of writing is the most uniform, and extreme figures do not appear.

The same holds for Finland and Sweden in population C. Students write 2 to 4 compositions in three months and 'extreme schools' do not appear. Thailand has a larger range, but not much. In Italy, Hungary and especially the USA, schools differ a lot re-

TABLE 6.3. *Amount of written compositions - Information provided by teachers*

	(TNRCOMPS)			(TPERCOMP)			(TTIMECMP)			(THOMECMP)		
	TQ20			TQ21			TQ22			TQ23		
CNT	$\bar{x}$	s	Range	$\bar{x}$	s	Range	$\bar{x}$	s	Range	$\bar{x}$	s	Range
IND-A	5.7	3.5	1-20	4.6	3.1	1-16	60.0	19.6	15-98	7.0	6.5	1-40
ITA-A	16.5	4.7	10-20	15.5	4.9	8-20	85.1	20.4	30-98	44.9	12.7	24-60
N-Z-A	8.5	5.4	0-20	10.9	5.7	2-20	46.1	19.4	15-98	4.5	3.6	0-20
FIN-A	5.7	3.8	2-19	5.4	3.4	1-19	63.9	20.3	40-98	1.4	1.6	0-15
SWE-A	2.1	0.9	1-4	5.7	2.9	1-15	62.1	21.9	2-98	2.2	3.6	0-13
USA-A	5.4	4.5	0-20	6.9	4.8	0-20	43.3	17.7	15-98	9.0	9.4	0-48
CHI-B	5.3	3.5	0-18	5.3	3.5	0-16	38.8	13.5	15-90	13.8	9.7	0-48
ENG-B	7.8	3.5	2-20	8.3	3.9	2-20	62.4	21.2	20-98	13.5	10.6	0-60
FIN-B	3.1	1.1	1-8	3.9	2.3	1-20	78.1	17.9	40-98	0.7	0.8	0-4
HAM-B	4.2	2.5	0-12	4.2	2.5	0-12	90.9	10.2	45-98	1.7	1.0	1-5
HUN-B	5.2	2.9	2-14	4.4	3.2	0-20	59.8	21.3	25-90	6.5	4.5	0-21
ITA-B	11.7	5.3	2-20	11.0	4.8	2-20	96.2	9.5	18-96	43.3	13.5	10-60
NET-B	2.4	2.3	0-20	4.8	3.2	1-13	(?)3.1	1.3	1-8	3.8	3.1	1-15
N-Z-B	6.7	4.4	0-20	5.6	3.2	1-15	34.4	14.3	6-98	5.1	5.4	0-40
NIG-B	4.3	2.4	1-12	6.0	4.7	1-16	37.6	6.0	9-45	12.3	8.4	1-30
SWE-B	3.4	0.7	2-5	3.6	2.1	1-15	79.9	19.6	40-98	4.0	4.7	0-23
USA-B	5.9	3.8	0-20	7.7	4.7	0-20	51.3	23.4	10-98	11.0	10.1	0-60
WAL-B	7.1	3.9	2-15	5.6	2.2	3-10	42.1	10.1	30-60	11.7	10.9	3-42
FIN-C	3.1	1.1	2-7	8.5	2.9	4-16	94.3	4.1	85-98	0.5	0.8	0-4
HUN-C	4.7	3.4	0-20	3.5	2.8	0-11	83.4	16.8	30-98	9.1	7.1	0-36
ITA-C	6.5	5.1	1-20	6.6	3.4	2-15	95.7	13.8	-98	31.7	15.1	8-60
SWE-C	3.6	1.0	2-5	3.6	2.0	1-10	86.9	17.3	30-98	5.2	4.9	0-20
THA-C	3.1	3.4	0-22	4.8	4.5	0-20	41.4	9.5	14-60	7.2	7.6	0-30
USA-C	8.1	4.6	2-20	9.1	5.3	2-20	48.9	18.6	2-98	12.6	12.3	2-60

Comm. The data for Italy are based only on few schools

Explanations:

TNRCOMPS = TQ20: How many compositions of the length of one or more pages written in the sample class on M-T classes during last three months?

TPERCOMP = TQ21: Please, rate how many hours (periods) are used in composition writing and related learning tasks by the sample class in a month?

TTIMECMP = TQ22: How many periods are used by the sample class writing a composition (in minutes) ?

THOMECMP = TQ23: How many times in a term students write a typical 'home composition'?

garding the number of compositions, with ranges between 0 and 20, and their amount of writing is greater than average.

Table 6.3. also contains information about the number of class periods that is used for composition writing in a month, and the number of times students write a 'typical' home composition in a term. In general, the amount of writing is small in Indonesia (Pop. A), Finland, Sweden and Hamburg. Schools in these countries do not differ noticeably from each other. Also, homework is generally not given. There seems to be a uniform practice in the teaching of writing in these countries. Teachers in other countries report widely different amounts of writing in different schools, and the amount of writing in general is greater. The number of compositions and the use of homework may also vary widely between schools. One may wonder what in fact does it mean when it is stated that the USA has schools or classes which use 0 periods in composition writing in a month ? The same holds for Chile, Hamburg, Hungary, and Thailand. At the same time these countries have other classes which are using 20 periods for composition writing.

In general, the amount of writing in the sample classes is very different in different schools, even within the same country. The most uniform practice is in Sweden and Finland, followed by the Netherlands, Hungary and Hamburg; these countries have the smallest standard deviations, - and the smallest means. Writing in school is clearly the teacher's decision in most countries, and sample classes are writing very different amounts of compositions in different countries, often also within the same country.

6.3. The conceptual analysis of writing curricula

The curriculum study and the curriculum questionnaire were based conceptually on three broad curriculum approaches: the Growth model, the Competence model and the Heritage model. These three approaches and the added fourth Value model, were analyzed in chapter 2. For that analysis relevant questions in the questionnaire were classified as measuring one of these approaches and the classification was done 'through' the questionnaire. Hence the analysis included questions concerning both general mother tongue phenomena and questions about writing as a part of mother tongue teaching.

Now the question of the general approaches concerning composition writing can be raised. Are these approaches also relevant for writing as a distinct part of M-T instruction? Do curricula of school writing differ in respect to these approaches? Do countries differ in their writing curricula with regard to these approaches?

The analysis was done using the same classification of questions as in the earlier analysis (chapter 2), but excluding the questions concerning mother tongue teaching in general. So, four variables were created measuring 'Knowledge about Writing' (18 items, the Heritage-approach), 'Skills in Writing' (28 items, the Competence approach), 'Personal Growth in Writing' (18 items, the Growth approach). A fourth variable, 'Values in Writing' was also created, but because it included only two items, it was given less emphasis and is not discussed in the text. For each country and population, the mean of existing observations was calculated for each variable. The results are described in Figure 6.1.

'Knowledge about Writing', or the Heritage approach, adopts the conception that writing can be done 'correctly' and students are to be presented good and valued models of writing. There are appropriate style(s), rhetoric, etc., stylistic conventions, various genres of prose, style(s) of classical and contemporary authors; abstracts, summaries, notes, outlines, etc.; grammatical conventions exist and are important, etc.

'Skills in Writing', or the Competence model, measures, among other things, the students' capacity to communicate, students' strengths and weaknesses in writing, teaches students to record, report and narrate, to summarize, argue, convey information, present a point of view, learn how to write and practice for examinations, how to evaluate their products and to improve them.

'Personal Growth in Writing', or the Growth model, contains items measuring, e.g., whether the curriculum allows students to develop their expressive capabilities so that they can present their thoughts and feelings. Other items measure the extent to which students can freely play with ideas, organize and clarify their own experiences, thoughts and feelings, write personal essays, keep a diary etc. Expressing the writer's personality, originality and individuality or imaginativenes may be accepted standards for writing in school and are included here measuring this approach.

The results of these analyses are given in Figure 6.1. Countries are ranked by the combined population means (stacked means) for each of the three approaches. At the country level, the rank of countries is mainly the same as in Chapter 2, where the overall description of this 'conceptual analysis' was given. This means that writing is seen as a part of mother tongue teaching and not differentiated in any major way within it. Some changes in the rank between countries do occur, but the differences in means between these countries are not of importance, so it is not necessary to give much attention to these changes. Scotland, New Zealand and Kenya rank a bit higher for 'Knowledge

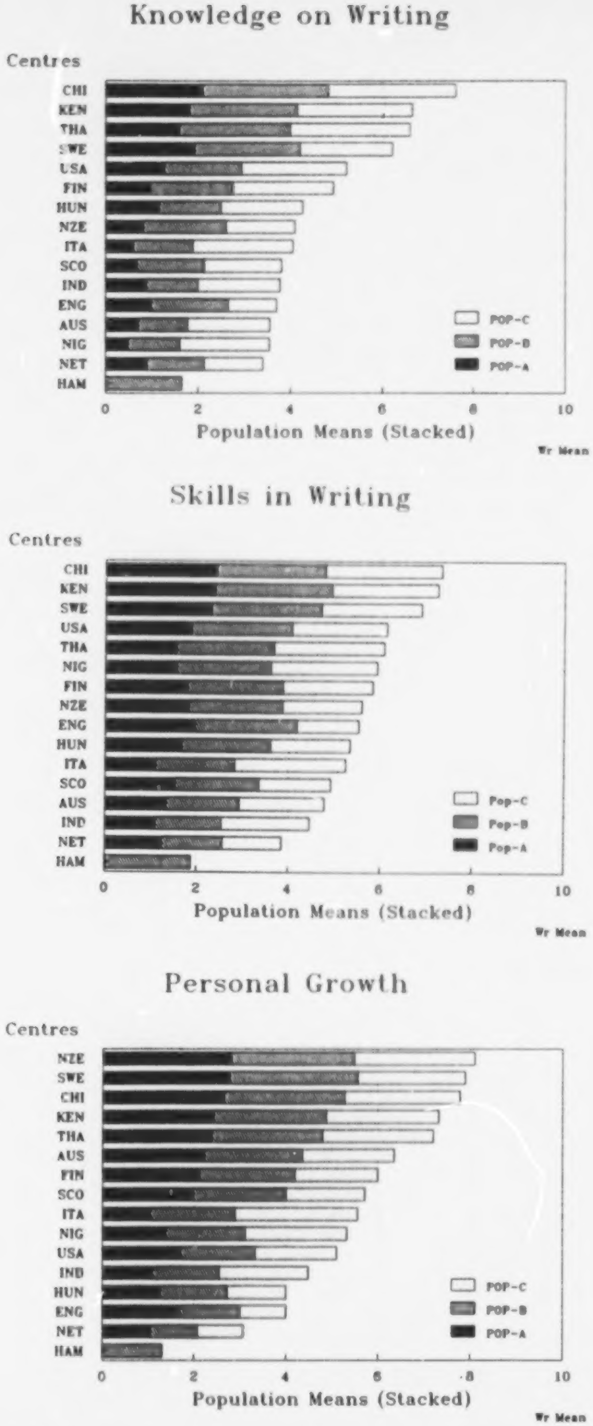


FIGURE 6.1. *The three approaches as represented in curricula of countries. Populations A, B and C*

about Writing' than for the total scale 'Transmission of Knowledge'. For the scale 'Skills in Writing', Italy and Australia rank a bit lower than in the total scale 'Skills and Competencies'. For the scale 'Personal Growth' (in writing) there are a few minor changes in the rank of countries when compared to the total 'Growth' scale.

Between approaches there are differences so that 'Knowledge about Writing' is the least emphasized (total mean over countries and populations is 1.59) and 'Skills in Writing' and 'Personal Growth' are more emphasized and have equal means (1.89 and 1.94). 'Knowledge about Writing' is not an important approach for populations A and B. The scale may vary between about 0.5 and 3.0, with the mean 2.0, meaning approximately 'some emphasis or occasionally emphasized'. Even for population C there are several countries not emphasizing this approach. For England, the Netherlands, New Zealand, Scotland, Australia, Indonesia, Hungary and Nigeria the population C mean does not exceed 2.0 (some emphasis).

'Skills in Writing' is less emphasized for population A than for the other populations, for which 'Skills' and 'Personal growth' have equal weighting. In general the means do not exceed 2.0 giving rise to the interpretation that none of the approaches are predominantly emphasized. Individual countries may differ a lot from each others, but there is the problem of possible response set as mentioned several times earlier. High scoring countries tend to score high in all respects and vice versa for low scoring countries.

6.4. Goals in writing curricula

In order to characterize the general approach towards instruction in composition, two questions were asked. One aimed to measure three often cited general objectives; (a) a *practical* goal emphasizing communicative competence, (b) a *cultural* goal emphasizing cultural loyalty, and (c) a *personal* goal emphasizing individuality. The practical, communicative goal is given attention in nearly all of the curricula and is often rated as having 'major' emphasis in composition teaching. The personal, individual goal is also highly emphasized and these two goals have almost equal 'weight' as seen in Table 6.4. Between populations, there are no clear differences in these two goals, both appear equally often in all different age level populations. So, the capacity to communicate effectively and the development of students' expressive capabilities are important goals throughout the school systems. The cultural goal seeks to present each student with models of the best writing in the language and as a goal this is mentioned considerably less than the other two goals.

TABLE 6.4. *General goals in writing curricula*

Country	Writing is seen as:				Emphasized as goal			
	an art	a craft	a process	a skill	cultural	personal	practical	Rank
ITA-C	yes	yes	yes	yes	some	emph	emph	(9)
KEN-A	yes	no	yes	yes	some	emph	emph	(8)
KEN-B	yes	no	yes	yes	some	emph	emph	(8)
KEN-C	yes	no	yes	yes	some	emph	emph	(8)
THA-B	yes	no	yes	yes	some	emph	emph	(8)
THA-C	yes	no	yes	yes	some	emph	emph	(8)
AUS-C	no	yes	no	yes	some	emph	emph	(7)
CHI-A	no	yes	no	yes	some	emph	emph	(7)
CHI-B	no	yes	no	yes	emph	some	emph	(7)
IND-C	yes	yes	yes	yes	no	some	emph	(7)
NIG-B	yes	no	yes	yes	some	some	emph	(7)
NIG-C	yes	no	yes	yes	some	some	emph	(7)
SWE-A	no	yes	no	yes	some	emph	emph	(7)
SWE-B	no	yes	no	yes	some	emph	emph	(7)
THA-A	no	no	yes	yes	some	emph	emph	(7)
USA-C	no	yes	yes	yes	some	some	emph	(7)
FIN-B	no	no	yes	yes	some	some	emph	(6)
FIN-C	no	no	yes	yes	emph	some	some	(6)
HUN-B	no	yes	no	yes	emph	some	some	(6)
N-Z-B	-	-	yes	-	some	emph	emph	(6)
N-Z-C	-	-	yes	-	some	emph	emph	(6)
NIG-A	no	no	yes	yes	some	some	emph	(6)
SCO-A	no	yes	yes	yes	no	emph	some	(6)
SCO-B	no	yes	yes	yes	no	emph	some	(6)
SCO-C	no	yes	yes	yes	no	emph	some	(6)
USA-B	no	yes	yes	yes	no	some	emph	(6)
AUS-A	-	-	-	-	some	emph	emph	(5)
AUS-B	-	-	-	-	some	emph	emph	(5)
CHI-C	no	yes	no	yes	some	some	some	(5)
FIN-A	no	no	yes	yes	no	emph	some	(5)
HUN-C	no	yes	no	yes	emph	no	some	(5)
ITA-B	no	yes	no	yes	some	some	some	(5)
SWE-C	no	yes	no	no	some	some	emph	(5)
USA-A	no	no	yes	yes	no	some	emph	(5)
HAM-B	no	no	no	yes	emph	emph	-	(5)
HUN-A	no	no	no	yes	emph	no	some	(4)
IND-B	no	no	yes	yes	no	no	emph	(4)
N-Z-A	-	-	yes	-	no	emph	some	(4)
ENG-A	-	-	-	-	no	emph	some	(3)
ENG-B	-	-	-	-	no	emph	some	(3)
IND-A	no	no	yes	yes	no	no	some	(3)
ITA-A	no	no	no	yes	no	no	no	(1)
NET-A	-	-	-	-	no	no	some	(1)
NET-B	-	-	-	-	no	no	some	(1)
NET-C	-	-	-	-	no	no	some	(1)
ENG-C	-	-	-	-	no	no	no	(0)
	(9)	(17)	(25)	(34)	(33)	(60)	(69)	

The other question dealt with whether composition is seen as an art, a craft, a skill, or a process. Almost without exception composition is seen as a skill in all systems and at all population levels.

Objectives of composition writing

In the spirit of the general thinking on the curriculum questionnaire, a series of questions were written to measure objectives of writing instruction. Twenty nine questions asked 'to what extent do the following reflect the objectives of writing instruction in your country.' The items represent roughly the four approaches: the competence, the growth, the heritage, and the value approaches. In order to give a condensed description of the objectives, these variables were subjected to a Principal Component factor analysis. Varimax rotation of seven factors was found best for interpretation, although there are still several variables having moderate loadings on two or more factors. The decision was made to include these kind of variables in more than one factor, hence they are used more than once in the interpretation of factors.

As a general comment on the results Table 6.5. it can be said that items written to measure a given approach, do not load purely one particular factor. The four approaches can be partially recognized. The first factor explains 46.6 percent of total variance, the six other factors explaining 7.6 to 4.2 percent. It is clear that the factors extracted after the first one are specific. 81.0 percent of total variance is explained by these seven factors.

The first factor is a factor of learning language and writing. Playing with language, recognizing and writing in various poetic and other literary genres as well as in various genres of prose; valuing scholarly honesty; playing freely with ideas and developing reflective thinking; valuing the traditions of writing and literary expression; organizing and clarifying students' own experiences, thoughts and feelings and developing lexical variety, are objectives of writing instruction having high loadings (in descending order) on the first factor. 'Diagnosing individual students' strengths and weaknesses in writing' has moderate negative loading on the factor. The factor characterizes language and writing as 'a subject to be known and practiced'. The factor was named *Writing as a part of language learning*. The factor includes important elements of skill and knowledge of writing as a school subject and can therefore be interpreted to represent the 'Knowledge approach.'

Factor two concentrates on the development of the student by his/her writing at school. Among the important objectives of teaching writing are: to allow students to feel

TABLE 6.5. *Writing objectives factors. Rotated factor matrix*

	I'	II'	III'	IV'	V'	VI'	VII'	(Approach)	Item:
	i								
2006	82	20	18	29	23	-07	-06	(expr)	To allow stds to play with language (words, syntax, etc.)
2023	74	16	20	35	16	34	03	(heri)	To allow stds to recognize and write in various poetic and other literary genres
2029	71	31	14	29	40	11	07	(valu)	To allow stds to value the scholarly honesty and to avoid plagiarism
2022	66	21	40	15	-16	43	-24	(heri)	To allow stds to recognize and write in various genres of prose
2001	54	45	13	20	55	-06	-06	(expr)	To allow students to play freely with ideas that occur to them
2015	49	44	32	28	44	06	20	(cogn)	To allow stds to develop reflective thinking through writing and then reading their thoughts
		ii							
2004	13	81	10	28	12	22	10	(expr)	To allow stds to feel a sense of ach. at having produced smth. themselves
2005	20	72	21	19	28	11	10	(expr)	To allow stds to become more aware of their ideas and feelings by seeing them on paper
2002	32	68	35	32	01	06	34	(expr)	To allow students to express their feelings and attitudes
2025	38	67	34	07	-21	03	28	(valu)	To allow stds to trust and value their own expression
2008	07	60	20	51	05	-08	-29	(cogn)	To let stds record, report and narrate events and information
2007	-48	54	20	20	30	38	-11	(cogn)	To diagnose indiv. students' strengths and weaknesses in writing
2014	31	49	29	-06	36	39	-14	(cogn)	To allow stds to write products which they can evaluate and try to improve
			iii						
2016	-02	31	81	18	17	-00	-05	(cogn)	To allow stds to learn how to write in various functional situations (business, personal, etc.)
2020	38	25	76	12	01	18	02	(cogn)	To allow stds to examine the motives in commercial writing and other propaganda
2010	15	05	71	21	27	35	11	(cogn)	To allow stds to present, report, convey information, events etc. with pers. conclusions
2011	25	29	63	22	09	[illegible]	46	(cogn)	To allow stds to present points of view or ideas in order to persuade
2003	41	35	49	30	11	12	43	(expr)	To allow students to org. and clarify .. own exps., thoughts and feelings
				iv					
2027	07	23	-10	79	-01	16	07	(valu)	To allow stds to value accuracy and correctness in writing
2021	33	25	26	71	08	13	-08	(heri)	To allow stds to learn stylistic conventions
2028	49	19	31	68	07	09	-08	(valu)	To allow stds to value the traditions of writing and literary expression
2009	10	13	33	66	-00	34	00	(cogn)	To let stds summarize information, arguments etc.
2018	42	06	44	60	29	-08	10	(cogn)	To allow stds to develop lexical variety
2017	27	14	45	59	50	10	-04	(cogn)	To allow stds to develop syntactic variety
					v				
2026	10	10	13	00	82	09	12	(valu)	To allow stds to value the lang. and style of people who speak oth. dialects or language
2024	02	16	05	22	03	77	01	(heri)	To allow stds to imitate the style of various classical and contemporary authors
2013	35	19	45	18	24	52	30	(cogn)	To allow stds to explore and develop varying points of view
							vii		
2012	-17	14	05	-13	06	00	85	(cogn)	To let stds learn how to write and practice for examinations
2019	32	-21	10	10	39	41	45	(cogn)	To allow stds to learn how to write academic papers
	46.2	7.6	7.2	5.6	5.3	4.5	4.2	Per cent of total variance	
							81.0	Cum per cent	

a sense of achievement at having produced something themselves, allowing them to develop an awareness of their ideas and feelings by seeing them in written form, providing possibilities to express feelings and attitudes, together with trusting and valuing their expression. Different kinds of writing concerning events and information should be offered in school to be evaluated by students themselves in order to improve their texts. Here also students' strengths and weaknesses in writing can be diagnosed. Students should have possibilities to play freely with ideas ocurring to them, and to develop their reflective thinking through writing. The factor reflects ideas of personality development and is here undertood representing the 'Growth approach' and named *Personal growth through writing*.

The third factor stresses the practical understanding of different types of writing, intentions and motives in functionally different writing. How to write for business, a personal letter, and for other purposes; to examine the motives in propaganda, e.g. commercial writing; how to write about information and events with personal conclusion, comments and evaluation; how to persuade; how to organize and clarify own experiences, thoughts and feelings, etc. A competent, skillful, informed writer in practical situations of life tends to be the generalized meaning of these objectives of teaching writing. The factor was named *Writing as a practical skill*.

The fourth factor is a description of a rather demanding attitude to the learning of writing. Accuracy and correctness in writing is to be valued, stylistic conventions and traditions of writing and literary expression are to be learned and valued. Students are allowed to develop lexical and syntactic variety and they are allowed to record, report, narrate, and summarize events, arguments, and information. The factor was named *Disciplined advanced writing*.

The third and fourth factors describe the 'Skills and competencies' approach, the former more for practical purposes, the latter more for academic purposes.

The fifth and sixth factors are of minor importance and are not interpreted here.

The seventh factor is a specific *Writing for academic purposes* factor. Students are expected to learn how to write and practice for examinations, and how to write academic papers. They are allowed to present their points of view in order to persuade and to organize and clarify experiences, thoughts and feelings. This kind of writing is useful mainly at school.

Factor scores

Factor scores for 'Objectives of composition writing' are presented in Table 6.6. for each population of the participating school systems. In interpreting the results, the location of a curriculum (country/population) on the factor score scale may be noted to either 'high', 'average' or 'low'. Although the analysis gives exact figures, they are not to be taken so exactly. Ranking of the curricula is the main result. Several countries and/or populations have missing values in the measured variables. Therefore, they appear as missing cases in results. It was attempted to overcome this problem by calculating scale scores also. Scale scores were calculated as the mean of existing items for a curriculum in the respective factor. Scale scores are not 'the same thing' as factor scores, but they give the possibility to estimate whether a curriculum belongs to 'high', 'average', or 'low' group of curricula.

For Factor I, 'Writing as a part of language learning', we observe that three populations of a given school system tend to appear as a group. Usually the three populations (curricula) are close to each others on the factor score scale, meaning that a clear differentiation of writing objectives between different age populations does not exist. Countries (school systems) do differentiate. Writing as a part of language learning is a strongly emphasised objective in the curricula of Thailand, Chile, Indonesia (B-C), New Zealand and Sweden (A-B). Least emphasis is given to this objective in England, Nigeria, the Netherlands, Scotland and Hungary (Table 6.6.).

Personal development, Factor II, is a highly emphasized objective of writing in Nigeria, Sweden, New Zealand, Chile, Kenya, and Finland (A-B). (N-Z-A and FIN-A-B are set to this group on the basis of scale scores, which are not documented here). Personality development has little or no emphasis in the curricula of Indonesia (A-B), the Netherlands, England B-C, Hungary (A), and Thailand (C). Hamburg (B) and Hungary (C) are placed in this group of curricula, if scale scores are consulted.

Writing for practical life, Factor III, is an emphasized objective especially in some European countries: England (B), Sweden (A-B-C), Scotland (B-C), and Hamburg (B). This objective is emphasized also in New Zealand (A-B), Thailand (C), and Nigeria (C). Least emphasis to this objective is given in Nigeria (A), Indonesia (A-B), Thailand (A), and also in Italy (A-B), Hungary (B-C), and Finland (A).

The correctness of writing, learning stylistic conventions etc., Factor IV, is emphasized in Hungary, Thailand, Kenya, Sweden (C), Italy (C), and Chile (B-A). Least emphasis is given in Scotland, and New Zealand.

TABLE 6.6. *Objectives in teaching writing. Factor scores*

FACT SCOR I'	Writing as a part of language learning	FACT SCOR II'	Personal growth through writing	FACT SCOR III'	Writing as a practical skill	FACT SCOR IV'	Disciplined advanced writing	FACT SCOR VII'	Writing for academic purposes
-2.5		-2.5		-2.5		-2.5		-2.5	
-2.4		-2.4		-2.4		-2.4		-2.4	
-2.3		-2.3		-2.3		-2.3		-2.3	
-2.2		-2.2	ENG-C	-2.2		-2.2		-2.2	
-2.1		-2.1		-2.1		-2.1		-2.1	
-2.0		-2.0		-2.0	NIG-A	-2.0		-2.0	
-1.9		-1.9		-1.9		-1.9	SCO-C N-Z-B	-1.9	
-1.8	NIG-C	-1.8		-1.8	IND-B	-1.8	SCO-B	-1.8	
-1.7		-1.7		-1.7	IND-A	-1.7	SCO-A	-1.7	USA-A
-1.6	NIG-B	-1.6		-1.6		-1.6	N-Z-C	-1.6	USA-B
-1.5	ENG-B	-1.5	HUN-A	-1.5		-1.5		-1.5	SWE-A
-1.4		-1.4	NET-A NET-C	-1.4		-1.4		-1.4	
-1.3		-1.3	ENG-B	-1.3	USA-C ITA-A	-1.3		-1.3	SCO-A SWE-B
-1.2		-1.2		-1.2	THA-A ITA-B	-1.2		-1.2	HUN-A
-1.1	USA-B NET-C NIG-A	-1.1	NET-B THA-C	-1.1		-1.1	ITA-A	-1.1	CHI-A
-1.0	NET-B	-1.0	IND-A	-1.0		-1.0		-1.0	NET-A ENG-A
-0.9	HUN-A	-0.9		-0.9	IND-C KEN-A NIG-B	-0.9		-0.9	ITA-A
-0.8	SWE-C USA-A	-0.8	ITA-A	-0.8		-0.8	NET-B	-0.8	IND-A
-0.7	NET-A	-0.7		-0.7		-0.7	ENG-A ITA-B	-0.7	IND-C
-0.6	ENG-A USA-C	-0.6	ITA-B	-0.6		-0.6	NET-A	-0.6	
-0.5		-0.5	IND-B SCO-C	-0.5		-0.5	IND-B	-0.5	
-0.4	ENG-C	-0.4	THA-B	-0.4	USA-A	-0.4		-0.4	CHI-B
-0.3		-0.3	IND-C	-0.3	ENG-C ITA-C	-0.3	IND-A IND-C	-0.3	
-0.2	SCO-B SCO-A	-0.2		-0.2	CHI-B	-0.2	NET-C NIG-A	-0.2	
-0.1	KEN-B KEN-C	-0.1		-0.1	HUN-A NET-B	-0.1		-0.1	IND-B SWE-C
+-0.0	SCO-C ITA-A IND-A	+-0.0	CHI-B-C ENG-A USA-C	0.0	THA-B SCO-A	+-0.0	ENG-C SWE-A	-0.0	ITA-B
0.1	KEN-A	0.1		0.1	NET-C	0.1	CHI-C	0.1	USA-C THA-A N-Z-B
0.2		0.2	USA-A USA-B	0.2	USA-B N-Z-C	0.2	ENG-B USA-B NET-B		
0.3	ITA-C ITA-B CHI-A	0.3	SWE-C THA-A N-Z-C	0.3	NET-A KEN-B	0.3	NIG-B SWE-B	0.2	NET-C
0.4		0.4	KEN-C SCO-B	0.4		0.4	USA-A	0.3	
0.5		0.5		0.5	ENG-A CHI-A	0.5	USA-C NIG-C	0.4	SCO-C ENG-B
0.6	IND-B	0.6	CHI-A ITA-C SCO-A	0.6	KEN-C CHI-C	0.6	ITA-C CHI-A KEN-A	0.5	CHI-C
0.7		0.7		0.7		0.7	KEN-B	0.6	THA-C
0.8		0.8	N-Z-B	0.8	SCO-B	0.8		0.7	ITA-C THA-B
0.9	SWE-A	0.9	KEN-B	0.9	NIG-C N-Z-B	0.9		0.8	KEN-A
1.0	N-Z-B SWE-B	1.0		1.0		1.0	KEN-C CHI-B THA-A	0.9	NIG-A NIG-B KEN-B
1.1	CHI-C	1.1	SWE-B	1.1		1.1		1.0	SCO-B NIG-C
1.2		1.2	SWE-A	1.2	SWE-A	1.2	SWE-C THA-C	1.1	KEN-C
1.3	CHI-B	1.3	KEN-A	1.3		1.3	THA-B	1.2	
1.4	IND-C THA-A N-Z-C	1.4	NIG-C	1.4	THA-C SCO-C SWE-B	1.4		1.3	
1.5		1.5		1.5	SWE-C	1.5		1.4	N-Z-C
1.6	THA-C	1.6		1.6	ENG-B	.		1.5	
1.7		1.7		1.7		.		.	
1.8		1.8		1.8					
1.9	THA-B	1.9	NIG-B NIG-A	1.9		2.3	HUN-A	2.6	ENG-C

(Missing cases: FIN-A-B-C AUS-A-B-C HUN-B-C N-Z-A HAM-B). See the text!

Academic writing, Factor VII, is an important objective for older student populations (B and C). England (C), New Zealand (C), Hungary (C), Australia (C), Finland (C), Italy (C), and Nigeria and Kenya (A-B-C) are highest scoring countries.

Standards of writing

Curricula may or may not indicate standards of good writing. Ten countries (covering all populations) report having these standards, six countries do not have standards in their curricula. Of those countries having standards, seven have also more differentiated standards according to the type of writing. This global information was detailed by listing eleven possible standards of good writing and asking about their importance. Ten of these standards were subjected to factor analysis. A two-factor solution was found to lend itself to a fairly clear interpretation (Table 6.7.). The first factor describes a dimension of *Correct, standard writing*, the second factor describes *Personal, imaginative writing*.

TABLE 6.7. *Standards of writing. Rotated factor matrix*

Item	I'	II'	Writing should..
	i		
2411	83	01	follow conventions of form.
2405	77	27	be logical.
2406	73	-27	be simple without metaphors or other devices.
2410	73	-05	be in accordance with tradition.
2403	60	-04	be clear and unambiguous.
2404	58	-19	be free of errors in grammar.
		ii	
2408	-18	93	be original and individual.
2402	19	82	vary its lang. for diff. purp. and audiences.
2401	-05	78	express the writer's personality.
2409	-22	76	be imaginative.
Perc.	34.3	26.5	
Cum.	34.3	60.8	

TABLE 6.8. *Standards of writing. Factor scores*

	Correct, standard writing		Imaginative, personal writing
F-score	CNT POP	F-score	CNT POP
-2.8		-2.8	
-2.7		-2.7	NIG-A
-2.6		-2.6	
-2.5		-2.5	
-2.4		-2.4	
-2.3		-2.3	ITA-A
-2.2		-2.2	
-2.1		-2.1	
-2.0	ITA-A	-2.0	
-1.9		-1.9	
-1.8		-1.8	
-1.7	N-Z-A	-1.7	
-1.6		-1.6	
-1.5		-1.5	
-1.4		-1.4	NIG-B
-1.3	N-Z-B N-Z-C	-1.3	
-1.2	IND-A IND-B	-1.2	
-1.1	AUS-A SCO-A	-1.1	IND-A IND-B ITA-B
-1.0		-1.0	
-0.9	AUS-C	-0.9	USA-B
-0.8	IND-C	-0.8	USA-A
-0.7	AUS-B	-0.7	
-0.6		-0.6	
-0.5		-0.5	USA-C HUN-A-B IND-C
-0.4	SCO-C	-0.4	
-0.3	SWE-A	-0.3	
-0.2		-0.2	HAM-B HUN-C
-0.1	CHI-A	-0.1	NIG-C
-0.0	SCO-B	-0.0	
0.1	ITA-B HAM-B	0.1	
0.2		0.2	AUS-B
0.3	HUN-B HUN-A	0.3	AUS-A
0.4	CHI-B CHI-C HUN-C	0.4	SCO-A
0.5	USA-A	0.5	SCO-C
0.6	USA-B	0.6	AUS-C CHI-A
0.7	SWE-C SWE-B	0.7	SWE-A KEN-A-B-C
0.8	USA-C	0.8	SWE-C SCO-B
0.9		0.9	N-Z-A-B-C
1.0		1.0	
1.1		1.1	ITA-C SWE-B CHI-B-C
1.2	NIG-C KEN-A-B-C	1.2	
1.3		1.3	
1.4	ITA-C	1.4	
1.5	NIG-A	1.5	
1.6	NIG-B	1.6	
1.7		1.7	

(Missing cases: FIN-A-B-C NET-A-B-C ENG-A-B-C THA-A-B-C)

Factor scores

Factor scores, based on the factoring of the ten standards of good writing, are given in Table 6.8. for the school systems and populations. Finland, the Netherlands, England and Thailand do not have these scores, and they appear as missing values in the table.

Two observations can be made concerning factor scores I, 'Correct, standard writing'. School systems do not clearly differentiate their standards between populations. A country's three populations are in general quite close together on the scale. The only clear exception is Italy, which considers these standards to be the more important the more older the students are. Secondly, we see that these standards are of more importance for the older than for the younger populations.

For factor scores II, 'Imaginative, personal writing', we can again find that school systems tend not to differentiate between their populations, when applying these standards. Sweden, New Zealand, Scotland, Australia, Chile and Kenya are countries scoring high on the factor of imaginative, personal writing. Italy again is the country that makes a clear differentiation between populations, population A scoring low, and population C scoring high. Nigeria scores low on imaginative writing standards, but was the highest scoring country underlining (stressing) correct, standard writing.

6.5. Types of written work emphasized

A 'General Model of Written Discourse' was developed for the IEA Writing Study. The model presents the theoretical bases of school writing (Vähäpassi 1982). This model has been used, for instance, in planning and selecting writing tasks used in the international study.

Here, types of written work emphasized was a topic asked in the curriculum questionnaire. The questionnaire listed 27 types of possible writing tasks in school writing. The tasks were grouped into six larger groups under the headings: Essay, Report, Letter, Factual, Personal, and Literary. The 27 types of tasks are classified according the General Model of Written Discourse in Table 6.9. The model is used here to describe how these writing tasks, taken from the curriculum questionnaire, cover the theoretical model.

Looking at Table 6.9. it can be seen that the 27 writing topics do not cover the model completely. A lot of empty cells appear for reproducive cognitive processing, and

TABLE 6.9. *Topics of written work and the general model of written discourse (Vähäpassi 1982). Adapted*

Cognitive Processing Dominant Intention/ Purpose		Reproduce		Organize/Reorganize		Invent/Generate	
	Primary Content Primary Audience	Facts	Ideas	Events	Visual images, facts, mental states, ideas	Ideas, mental states, alternative worlds	
To learn (metalingual)	Self			Factual : Abstract, Summary Precis, Notes (from reading), Notes (from lecture), Outline			
To convey emotions, feelings (emotive)	Self, Others	Factual : Answer		Letter : Personal Personal : Journal/Diary		Essay : Reflective, and Personal Personal expressive wr.	Essay - philosofic - literary
To inform (referential)	Others			Report : Documented, Narrative, Descriptive, Sci/tech., Informal			
To convince/ persuade (conative)	Others			Letter : Business, Polemical		Essay : Argumentative, and Persuasive	
To entertain, delight, please (poetic)	Others					Literacy : Story, Poem, Drama Aphorism	
To keep in touch (phatic)	Others						

some uncovered cells can be found for higher cognitive processes as well. It is simply noted here that the topics, asked in Curriculum Questionnaire, do not fully cover the theoretical model. The actual intention is to show how curricula in different countries cover the 27 topics (Table 6.10.). In order to give some perspective to these topics, they are set in the context of theoretical model.

The Centres were asked to rate whether a topic is receiving no emphasis (0), minor (1), moderate (2), or major (3) emphasis in a country's curriculum in each of the three populations. These answers are listed in Table 6.10. The table is arranged by topic (for example, Essays), by population, and by country (Center). Within these classifications individual topics, (for example, Personal Essay), and countries are arranged in ascending order in order to give a quick overview of topics and countries receiving low or high emphasis.

Essay, shortly defined as an extended piece of original writing, usually more than 2 or 3 pages, employing the writer's own ideas, is mainly recognized in the curricula of preuniversity populations (Population C). Reflective, argumentative, personal, persuasive, and literary essays are all receiving at least moderate or major emphasis at this level on average. Some countries are quite selective in emphasizing different types of essays as a writing topics, for example, England and Hungary emphasize only literary essays.

Personal, reflective and argumentative essays receive moderate emphasis in the curricula of population B level, and some countries (Scotland, England, New Zealand, and Nigeria, Thailand, Kenya, and Chile) use personal essay as a type of writing also on population A level.

Report is defined as a piece of writing of varying length usually based on observation or reading. Narrative and descriptive reporting are emphasized at least moderately in most of the countries, mainly at population A and B levels. Some countries make clear selections between different types of reports as topics in writing. Only the informal report receives major emphasis in New Zealand with moderate emphasis of descriptive and narrative report in population A and B. England makes a clear distinctions between types of report and between populations.

Letter, a piece of writing addressed to a single person either known or unknown, is an emphasized task in populations A and B, provided that the letter is of personal nature. A business letter receives emphasis at the population B level in about half of the countries, and occasionally at the population C level. Polemical letter is moderately emphasized at population B level in Finland, England, Hamburg, Scotland, Sweden, USA, and Kenya.

Factual writing includes abstract, summary, precis, notes, either from lecture or reading, outline, and answer. At population A level, writing an answer is the only task receiving moderate or major emphasis in most of the countries. No other type of factual writing is generally used. Sweden is an exception describing all types of factual writing receiving at least moderate emphasis. At population B level, writing an answer is still the most emphasized type of factual writing. Summary, taking notes from reading, and outline are types of factual writing used in factual writing. USA, New Zealand, England, Finland, Sweden beside Thailand, Kenya, and Chile, are countries using all these types of factual writing. Some countries make a clear differentiation in this respect. Notes (from lecture), precis or abstract are not taught at all in Hungary, but the rest of types of factual writing are receiving major emphasis.

At preuniversity level (population C) abstract and precis are the most rare writing tasks. Notes (from reading), summary, outline, and answer are generally emphasized writing tasks.

Personal writing includes here either journal/diary or expressive writing, defined 'less than an essay'. Expressive writing is emphasized at least moderately in all of the populations, and by most of the countries. Diary is used as a writing task in about a half of the countries at population A level, and less in older populations.

From *literary types of writing,* story is most often used. Drama, poem or aphorism are not taught at all in many of the countries, and only some countries give major emphasis e.g. to poems.

TABLE 6.10. *Types of written work emphasized*

Essay Statement	Population A AUS	FIN	HUN	ITA	USA	NIG	SCO	SWE	IND	NET	ENG	N-Z	THA	KEN	CHI	HAM	Mean	SD
2. Personal	0	1	1	1	1	3	3	2	1	2	3	3	3	3	3		2.0	1.1
1. Reflective	0	0	0	0	0	0	0	2	1	1	2	2	1	3	2		0.9	1.0
4. Argumentative	0	0	0	0	0	0	0	0	1	1	1	1	2	2	2		0.7	0.8
5. Persuasive	0	0	0	0	0	0	0	0	1	1	1	2	0	3	2		0.7	1.0
6. Literary	0	0	0	0	1	0	0	0	1	0	0	0	1	1	3		0.5	0.8
3. Philosophic	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		0.1	0.4
(Sum of scores:)	0	1	1	1	2	3	3	4	5	5	7	8	8	12	13			

Essay Statement	Population B HUN	AUS	IND	NIG	FIN	ITA	NET	USA	SCO	SWE	HAM	ENG	THA	N-Z	KEN	CHI	Mean	SD
2. Personal	2	2	2	3	1	3	2	1	3	2	1	2	2	3	3	3	2.2	0.8
1. Reflective	0	2	1	1	1	2	2	1	2	3	3	2	2	2	3	3	1.9	0.9
4. Argumentative	0	1	1	1	2	1	2	2	2	2	3	2	3	2	3	3	1.9	0.9
5. Persuasive	0	1	1	1	2	1	1	2	2	2	2	2	1	2	3	2	1.6	0.7
6. Literary	0	0	1	0	0	1	1	1	0	1	1	2	2	3	2	3	1.1	1.0
3. Philosophic	0	0	0	0	1	0	0	1	0	0	0	1	2	1	0	2	0.5	0.5
(Sum of scores:)	2	6	6	6	7	8	8	8	9	10	10	11	12	13	14	16		

Essay Statement	Population C ENG	HUN	SWE	NET	FIN	IND	NIG	SCO	ITA	N-Z	USA	KEN	THA	AUS	CHI	HAM	Mean	SD
1. Reflective	0	1	2	3	3	1	3	3	3	3	2	3	3	3	3		2.4	0.9
4. Argumentative	1	1	2	2	3	2	3	3	2	2	3	3	3	3	3		2.4	0.7
2. Personal	0	1	2	2	1	3	2	3	3	3	2	3	2	3	3		2.3	0.9
5. Persuasive	1	1	2	2	2	2	2	3	2	2	3	3	2	3	3		2.2	0.7
6. Literary	3	3	1	1	1	3	1	0	3	3	3	3	3	2	3		2.2	1.1
3. Philosophic	0	1	1	1	2	1	2	1	2	2	2	1	3	2	3		1.6	0.8
(Sum of scores:)	5	8	10	11	12	12	13	13	15	15	15	16	16	16	18			

TABLE 6.10. *Continued*

Report	Population A																	
Statement	AUS	NIG	IND	NET	THA	ENG	N-Z	SCO	HUN	ITA	USA	CHI	SWE	FIN	KEN	HAM	Mean	SD
2. Narrative	2	2	1	2	1	3	2	2	3	2	2	2	3	3	3		2.2	0.7
3. Descriptive	1	2	1	1	2	3	2	2	3	3	2	3	3	2	3		2.2	0.8
5. Informal	0	0	3	1	2	-	3	2	2	2	2	2	2	3	3		1.9	1.0
1. Documented	0	0	1	2	0	1	0	-	0	1	1	2	3	2	1		1.0	1.0
4. Scientific/tech	0	0	0	0	1	-	0	1	0	0	1	2	0	2	2		0.6	0.8
(Sum of scores:)	3	4	6	6	6	7	7	7	8	8	8	11	11	12	12			

Report	Population B																	
Statement	AUS	ENG	NET	SCO	NIG	HAM	HUN	IND	N-Z	USA	FIN	ITA	THA	SWE	KEN	CH I	Mean	SD
3. Descriptive	1	3	2	2	3	2	3	2	2	2	2	3	3	3	3	3	2.4	0.6
2. Narrative	2	2	1	2	3	2	3	2	2	2	2	2	2	3	3	2	2.2	0.5
1. Documented	2	1	2	-	0	3	0	1	1	2	2	2	1	3	1	3	1.6	1.0
5. Informal	1	-	1	0	1	0	2	3	3	1	2	2	2	1	3	2	1.6	1.0
4. Scientific/tech	0	-	0	3	1	2	1	1	1	2	2	1	2	1	2	3	1.5	0.9
(Sum of scores:)	6	6	6	7	8	9	9	9	9	9	10	10	10	11	12	13		

Report	Population C																	
Statement	ENG	HUN	NET	N-Z	AUS	SCO	SWE	FIN	NIG	USA	KEN	THA	IND	CHI	ITA	HAM	Mean	SD
3. Descriptive	0	1	2	1	1	2	2	2	2	2	3	3	3	3	3		2.0	0.9
2. Narrative	0	1	1	1	1	2	2	1	2	2	3	3	3	2	3		1.8	0.9
4. Scientific/tech	-	0	0	0	2	3	2	3	2	2	2	2	2	3	2		1.8	1.1
1. Documented	0	0	2	1	2	-	2	2	2	3	1	2	1	3	3		1.7	1.0
5. Informal	-	1	1	3	1	0	0	2	2	1	3	2	3	2	3		1.7	1.1
(Sum of scores:)	0	3	6	6	7	7	8	10	10	10	12	12	12	13	14			

TABLE 6.10. *Continued*

Letter	Population A																
Statement	HUN	AUS	ITA	NET	FIN	IND	THA	NIG	SCO	N-Z	USA	CHI	ENG	SWE	KEN	HAM	Mean	SD
1. Personal	1	2	2	2	2	2	3	3	2	3	3	3	2	3	3		2.4	0.6
2. Business	0	0	0	0	0	1	0	1	2	2	1	2	2	1	3		1.0	1.0
3. Polemical	0	0	0	0	1	0	0	0	0	0	1	1	2	2	2		0.6	0.8
(Sum of scores:)	1	2	2	2	3	3	3	4	4	5	5	6	6	6	8			

Letter	Population B																
Statement	NET	ITA	AUS	HUN	FIN	IND	ENG	HAM	N-Z	SCO	SWE	THA	CHI	NIG	USA	KEN	Mean	SD
1. Personal	1	2	2	2	2	3	2	2	3	2	3	3	3	3	2	3	2.4	0.6
2. Business	1	0	1	1	1	2	2	2	2	2	1	2	3	3	3	3	1.8	0.9
3. Polemical	0	0	0	0	2	0	2	2	1	2	2	1	1	1	2	2	1.1	0.9
(Sum of scores:)	2	2	3	3	5	5	6	6	6	6	6	6	7	7	7	8		

Letter	Population C																
Statement	ENG	KEN	SCO	FIN	NET	N-Z	HUN	USA	AUS	ITA	SWE	IND	THA	CHI	NIG	HAM	Mean	SD
1. Personal	0	0	0	0	1	1	1	0	1	2	2	3	3	3	3		1.3	1.2
2. Business	0	0	0	0	1	0	1	1	1	1	2	3	3	3	3		1.3	1.2
3. Polemical	0	0	0	2	0	1	0	1	1	0	1	1	1	2	2		0.8	0.8
(Sum of scores:)	0	0	0	2	2	2	2	2	3	3	5	7	7	8	8			

TABLE 6.10. *Continued*

Factual	Population A																	
Statement	NIG	ITA	SCO	AUS	N-Z	IND	ENG	HUN	FIN	USA	KEN	THA	CHI	SWE	NET	HAM	Mean	SD
7. Answer	3	1	3	1	2	2	2	3	2	3	3	3	3	3	-		2.4	0.8
6. Outline	0	0	-	1	1	1	1	3	2	2	3	2	1	2	-		1.5	1.0
4. Notes(reading)	0	1	1	1	1	1	1	2	1	1	2	2	2	3	-		1.4	0.7
2. Summary	0	1	0	1	0	1	1	1	1	2	1	2	3	3	-		1.2	1.0
5. Notes(lecture)	0	0	0	1	1	0	1	0	2	1	1	2	2	2	-		0.9	0.8
1. Abstract	0	1	0	0	0	2	1	0	0	1	2	0	1	3	-		0.8	1.0
3. Precis	0	0	-	0	0	0	1	0	2	1	1	2	2	2	-		0.8	0.9
(Sum of scores:)	3	4	4	5	5	7	8	9	10	11	13	13	14	18				

Factual	Population B																	
Statement	AUS	ITA	NET	NIG	HUN	IND	SCO	HAM	USA	N-Z	ENG	FIN	SWE	THA	KEN	CHI	Mean	SD
7.Answer	1	1	1	3	3	2	3	1	3	2	2	2	3	3	3	3	2.3	0.9
2.Summary	2	1	2	1	2	1	3	3	2	2	2	2	3	3	3	3	2.2	0.8
4.Notes(reading)	2	2	1	1	3	2	2	2	1	2	2	2	3	3	3	3	2.1	0.7
6.Outline	1	1	0	2	3	1	-	2	3	1	2	2	2	3	3	2	1.9	0.9
5.Notes(lecture)	1	1	1	1	0	2	1	2	2	2	2	2	2	3	2	3	1.7	0.8
3.Precis	0	1	3	1	0	1	-	0	1	2	2	2	2	3	3	3	1.6	1.1
1.Abstract	0	1	1	0	0	2	2	2	1	2	2	2	3	0	3	3	1.5	1.1
(Sum of scores:)	7	8	9	9	11	11	11	12	13	13	14	14	18	18	20	20		

Factual	Population C																	
Statement	N-Z	ENG	AUS	NET	SCO	HUN	USA	ITA	NIG	FIN	IND	SWE	THA	CHI	KEN	HAM	Mean	SD
4. Notes(reading)	2	1	2	1	2	3	2	2	3	2	3	3	3	3	3		2.4	0.7
2. Summary	0	1	2	2	3	2	2	2	2	3	2	3	3	3	3		2.2	0.9
6. Outline	1	1	1	0	-	3	3	2	1	3	2	3	3	3	3		2.1	1.1
7. Answer	1	1	1	1	3	3	3	2	1	2	3	2	3	3	3		2.1	0.9
5. Notes(lecture)	2	1	2	1	1	1	2	2	3	2	3	1	3	3	3		2.0	0.8
3. Precis	0	1	0	3	-	0	2	2	3	2	1	2	3	3	3		1.8	1.2
1. Abstract	0	1	1	1	2	0	1	2	1	2	2	3	0	3	3		1.5	1.1
(Sum of scores:)	6	7	9	9	11	12	15	14	14	16	16	17	18	21	21			

TABLE 6.10. *Continued*

Personal	Population A																	
Statement	IND	NIG	HUN	ITA	KEN	NET	ENG	FIN	THA	USA	SCO	AUS	N-Z	CHI	SWE	HAM	Mean	SD
2. Express.writing	1	1	2	1	2	2	2	2	2	2	2	3	3	3	3		2.1	0.7
1. Journal/diary	0	0	0	2	1	1	1	2	2	2	3	2	3	3	3		1.7	1.1
(Sum of scores:)	1	1	2	3	3	3	3	4	4	4	5	5	6	6	6			

Personal	Population B																	
Statement	HAM	HUN	ENG	NET	NIG	KEN	SCO	FIN	IND	ITA	N-Z	USA	AUS	CHI	THA	SWE	Mean	SD
2.Express.writing	1	2	2	2	1	2	2	2	2	2	2	2	3	3	3	3	2.0	1.0
1.Journal/diary	0	0	0	0	1	1	1	1	1	2	2	2	2	2	2	3	1.3	0.9
(Sum of scores:)	1	2	2	2	2	3	3	3	3	4	4	4	5	5	5	6		

Personal	Population C																	
Statement	ENG	FIN	HUN	SCO	NET	AUS	CHI	KEN	N-Z	ITA	NIG	USA	IND	SWE	THA	HAM	Mean	SD
2. Express.writing	0	1	1	1	2	2	3	2	2	3	2	2	3	2	3		1.9	0.9
1. Journal/diary	0	0	0	0	0	1	0	1	1	1	2	2	2	3	2		1.0	1.0
(Sum of scores:)	0	1	1	1	2	3	3	3	3	4	4	4	5	5	5			

TABLE 6.10. *Continued*

Literary	Population A																
Statement	ITA	HUN	IND	FIN	NET	NIG	THA	AUS	ENG	SCO	SWE	USA	CHI	N-Z	KEN	HAM	Mean	SD
1. Story	0	1	1	1	1	3	1	3	3	3	3	3	3	3	3		2.1	1.1
3. Drama	0	-	0	0	1	0	1	0	2	2	1	1	2	2	3		1.7	1.0
2. Poem	0	-	0	1	1	0	2	2	2	2	3	2	3	3	2		1.6	1.1
4. Aphorism/epigram	0	-	0	1	0	0	0	0	-	0	0	1	0	0	1		0.2	0.4
(Sum of scores:)	0	1	1	3	3	3	4	5	7	7	7	7	8	8	9			

Literary	Population B																
Statement	HAM	ITA	KEN	HUN	FIN	IND	NIG	AUS	THA	ENG	SCO	SWE	NET	N-Z	USA	CHI	Mean	SD
1. Story	0	1	3	2	1	2	3	2	1	2	3	3	1	3	2	3	2.0	1.0
2. Poem	0	0	2	-	1	1	1	2	3	2	1	3	0	3	2	3	1.6	1.1
3. Drama	0	0	2	-	1	1	0	1	1	2	2	1	-	2	1	3	1.2	0.9
4. Aphorism/epigram	0	0	1	-	1	0	0	0	0	-	0	0	-	0	3	1	0.5	0.9
(Sum of scores:)	0	1	1	2	4	4	4	5	5	6	6	7	8	8	8	10		

Literary	Population C																
Statement	ENG	HUN	NET	FIN	ITA	AUS	NIG	SCO	SWE	THA	N-Z	USA	IND	KEN	CHI	HAM	Mean	SD
1. Story	0	0	1	1	2	1	2	3	3	1	2	2	3	3	3		1.8	1.1
2. Poem	0	-	0	1	0	2	1	1	1	3	2	2	2	3	3		1.5	1.1
3. Drama	0	-	-	-	0	0	1	1	1	1	2	1	2	2	3		1.2	0.9
4. Aphorism/epigram	-	-	-	-	0	0	1	0	0	0	0	1	1	1	2		0.5	0.6
(Sum of scores:)	0	0	1	2	2	3	5	5	5	5	6	6	8	9	11			

6.6. Specific sub-topics in teaching writing

Teaching grammar in connection with composition teaching may be recommended in M-T curricula. Curricula can also direct the practice of language uses, spelling, and development of vocabulary. Curricula may also give advice or suggestions in several other topics closely connected with composition writing. Comparison or cause-effect, for example, may be taught as examples of different 'rhetorical' types of paragraphs and essays. Other topics may include outlining, analysis of the audience, propaganda techniques, logical analysis, different meaning of words, rhetorical figures, (for example, metaphors or personification), techniques of revising and editing, and ways of thinking about a topic before writing. These topics were listed in the Curriculum questionnaire and the degree to which they are taught as separate topics was rated using a scale from 0 to 3. Zero indicated that the topic is not taught and/or that it is not important, 1 indicating that it is not taught except incidentally, 2 that it is taught as a separate topic in some classes, and 3 that it is taught in most classes.

Teaching grammar and the practice of language uses may adopt one or several of different types of conceptions about grammar. The use of traditional, structural, transformational, functional or communicative grammar was asked separately. Table 6.11. gives the general image that if grammar is used at all in teaching writing, it is mainly the traditional conception of grammar. Coutries where the (traditional) grammar is taught as a separate topic in most of the classes are Sweden, Hungary, Hamburg (for population B) and Finland. In these countries the traditional grammar is taught in all populations, and also used in the practice of language uses. Other conceptions of grammar are seldom if ever mentioned in the curricula of these countries. Only incidental use of (traditional) grammar is reported by Australia, in Scotland traditional grammar is taught in some classes at population A level, and used in practice of language uses at population B and C levels. Little or no attention is given to grammar in New Zealand and especially in Australia. USA reports a more varied use of different conceptions of grammar, functional and communicative grammar are taught as a separate topic in some classes at all three levels of populations. More varied use of different conceptions of grammar is reported by Chile, Kenya, Nigeria and Thailand where also structural, functional and communicative grammar are reported being taught as separate topics, often in most classes.

Spelling and vocabulary are important topics practically in all of the countries in teaching writing. These topics are important especially at population A and B level, where they are taught in most classes. Other important topics are the teaching of *differ-*

TABLE 6.11. *Specific sub-topics in the writing curriculum*

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
A. Grammar																		
Population A																		
1. Traditional	1	3	-	3		3	1	2	2	3	1	1	2	3	3	2	2.1	0.9
2. Structural	0	2	-	2		0	3	0	2	0	0	1	-	0	3	1	1.1	1.2
3. Transformational	0	0	-	0		0	0	0	1	0	0	0	-	0	0	1	0.2	0.4
4. Functional	0	3	-	-		0	0	0	3	0	0	3	-	0	0	2	0.9	1.4
5. Communicative	0	-	-	-		1	1	1	3	0	0	3	-	0	-	1	1.0	1.2
Population B																		
1. Traditional	1	2	-	3	3	3	1	3	2	2	2	1	1	3	3	2	2.1	0.8
2. Structural	0	3	-	1	2	0	3	1	2	0	0	1	-	0	3	1	1.2	1.2
3. Transformational	0	1	-	1	1	0	0	1	1	0	0	0	-	1	0	1	0.5	0.5
4. Functional	1	3	-	-	2	2	0	1	3	0	0	3	-	0	0	2	1.3	1.3
5. Communicative	0	-	-	-	1	1	1	1	3	-	0	3	-	0	-	1	1.1	1.1
Population C																		
1. Traditional	1	2	-	2		3	1	3	2	0	2	2	1	3	3	2	1.9	0.9
2. Structural	0	3	-	1		0	3	1	2	-	0	2	-	1	3	1	1.4	1.2
3. Transformational	0	1	-	1		0	0	1	1	-	0	0	-	2	0	1	0.6	0.7
4. Functional	0	3	-	-		1	0	1	3	-	0	3	-	2	0	2	1.4	1.3
5. Communicative	0	-	-	-		1	1	2	3	-	0	3	-	1	-	2	1.4	1.1

TABLE 6.11. *Continued*

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
B Practice of language uses																		
Population A																		
1. Traditional	1	3	-	3		3	1	1	2	-	1	1	2	3	-	2	1.9	0.9
2. Structural	0	2	-	0		-	3	0	2	-	0	0	-	0	-	1	0.8	1.1
3. Transformational	0	0	-	0		-	0	0	1	-	0	0	-	0	-	1	0.2	0.4
4. Functional	0	3	-	2		-	0	0	3	-	0	3	-	0	-	1	1.2	1.4
5. Communicative	0	-	-	2		3	1	1	3	-	0	3	-	0	-	1	1.4	1.3
Population B																		
1. Traditional	1	2	-	3	3	3	1	2	2	-	1	1	2	3	-	2	2.0	0.8
2. Structural	0	3	-	1	-	-	3	1	2	-	0	0	-	0	-	1	1.1	1.2
3. Transformational	0	1	-	0	-	-	0	0	1	-	0	0	-	0	-	1	0.3	0.5
4. Functional	0	3	-	2	-	3	0	0	3	-	0	3	-	0	-	2	1.5	1.4
5. Communicative	0	-	-	2	-	3	1	1	3	-	0	3	-	0	-	1	1.4	1.3
Population C																		
1. Traditional	1	2	-	3		3	1	2	2	-	1	1	1	3	-	2	1.8	0.8
2. Structural	0	3	-	1		-	3	1	2	-	0	1	-	0	-	1	1.2	1.1
3. Transformational	0	1	-	-		-	0	0	1	-	0	0	-	1	-	1	0.4	0.5
4. Functional	0	3	-	-		-	0	0	3	-	0	3	-	2	-	2	1.4	1.4
5. Communicative	0	-	-	-		1	1	2	3	-	0	3	-	0	-	1	1.2	1.2

TABLE 6.11. *Continued*

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
C. Spelling																		
Population A.	2	3	2	3		3	3	3	3	3	3	3	3	3	2	3	2.8	0.4
Population B.	2	2	1	2	-	3	2	3	3	3	1	3	1	1	3	3	2.2	0.9
Population C.	1	1	1	1		1	0	2	2	-	1	2	1	1	2	3	1.4	0.7
D. Vocabulary																		
Population A.	2	3	2	3		3	3	1	3	2	1	3	2	3	2	3	2.4	0.7
Population B.	2	3	1	2	1	3	3	2	3	2	2	3	1	3	2	3	2.3	0.8
Population C.	2	3	1	1		1	2	3	2	-	2	3	1	2	2	3	2.0	0.8
E. Different' rhetorical' types of paragraphs and essays (e.g., comparison, cause-effect)																		
Population A.	0	1	-	0		0	1	0	2	0	0	0	0	0	2	1	0.5	0.8
Population B.	0	2	-	3	0	1	1	1	2	0	1	1	1	2	2	2	1.3	0.9
Population C.	1	3	-	3		1	1	2	2	-	1	3	1	2	2	3	1.9	0.9
F. Outlining																		
Population A.	0	2	-	0		3	1	1	2	0	1	3	2	2	2	2	1.5	1.0
Population B.	0	3	-	2	1	3	1	2	2	1	1	3	2	2	2	3	1.9	0.9
Population C.	0	3	-	3		3	1	2	2	1	1	3	2	3	2	3	2.1	1.0
G. Analysis of the audience																		
Population A.	0	1	-	0		0	0	0	1	1	1	0	2	1	1	1	0.6	0.6
Population B.	0	2	-	2	0	0	0	1	1	1	1	1	2	2	1	2	1.1	0.8
Population C.	1	2	-	2		0	1	1	1	1	1	2	2	2	1	2	1.4	0.6
H. Propaganda techniques																		
Population A.	0	1	1	0		0	0	0	1	0	1	0	0	1	1	1	0.5	0.5
Population B.	1	1	2	2	0	0	0	0	1	1	1	0	2	3	2	1	1.1	0.9
Population C.	1	2	1	2		0	0	0	1	1	3	0	2	2	2	1	1.2	0.9

TABLE 6.11. *Continued*

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
I. Logical analysis																		
Population A.	0	2	-	0		3	1	1	1	0	0	0	1	1	0	1	0.8	0.9
Population B.	1	3	-	2	1	3	1	2	2	0	0	1	1	1	2	1	1.4	0.9
Population C.	1	3	-	3		3	1	2	3	0	0	2	1	2	2	2	1.8	1.1
J. Different meanings of words																		
Population A.	1	3	-	2		3	1	1	3	2	2	3	2	2	2	2	2.1	0.7
Population B.	1	3	-	2	2	3	1	2	3	2	2	3	2	2	3	1	2.1	0.7
K. Rhetorical figures (e.g., metaphors, personification)																		
Population A.	1	3	-	1		1	1	0	2	1	1	0	2	1	1	2	1.2	0.8
Population B.	1	2	-	2	2	3	1	1	2	2	3	1	2	1	2	1	1.7	0.7
Population C.	1	2	-	2		3	2	2	2	2	3	2	2	2	2	2	2. 1	0.5
L. Techniques of revising and editing																		
Population A.	1	1	1	0		0	0	0	3	0	3	0	2	2	0	1	0.9	1.1
Population B.	1	2	1	2	1	0	0	1	3	1	3	1	2	2	0	2	1.4	1.0
Population C.	2	2	1	2		0	0	2	3	1	3	2	2	1	0	2	1.5	1.0
M. Ways of thinking about a topic before writing (pre-writing)																		
Population A.	2	3	1	2		3	1	0	2	0	3	3	2	2	2	1	1.8	1.0
Population B.	2	3	1	2	3	3	1	1	2	0	2	3	2	3	2	2	2.0	0.9
Population C.	2	3	1	2		3	1	2	2	0	2	2	2	2	2	2	1.9	0.7

ent meaning of words (not in Australia and Indonesia). These topics are considered important for all population levels and in most of the countries.

Neglected topics are *analysis of the audience*, which is taught only in some countries and only 'in some classes'. Also neglected are *propaganda techniques*, which are taught in most classes only in some population in New Zealand and Sweden. *Techniques of revising and editing* is generally taught only in two countries (New Zealand and Kenya).

Topics like *different rhetorical types of paragraphs and essays, logical analysis, rhetorical figures* (e.g., metaphors, personification), *ways of thinking about a topic before writing, and outlining*, are naturally rated more important for population C level than for the younger populations. In some of these topics the variation in the amount of teaching between countries may be quite large. Logical analysis of the writing, and the use of outlining are examples of these.

6.7. Materials used in instruction

Different materials can be used as an aid in teaching writing and in actual writing. Table 6.12. lists these kinds of materials and indicates the extent they are used in different school systems and populations. Dictionary and workbook are the most frequently used aids at population A level. At population B level the most frequently used aid is collection of literary selections or other literary texts. Dictionaries and workbooks are also used. Collections of literary selections are important aids at population C level.

The use of different materials varies between countries. In some countries, like Sweden, Finland, Hungary, and USA, and also in Italy, the use of many different types of materials is frequent. In countries like the Netherlands, Scotland, Australia, Hamburg, and New Zealand, only one or two types of the materials are in frequent use. A group of countries, composed of Chile, Kenya, Nigeria, and Thailand, reports rather wide use of several of the listed materials.

Programmed material or computer-assisted instruction is practically an unknown way of teaching writing. The use of media as an aid is important in Sweden for all populations, used but less frequently in Australia, Italy, New Zealand, and also in Chile, Kenya, Thailand, and for population C in Nigeria. Students' own writings are used as material in instruction in Finland quite frequently, and less frequently in New Zealand, Italy, and Sweden.

TABLE 6.12. *Materials used in instruction in writing*

Population A

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
A. Textbooks (treat each separately even if combined in one volume)																		
1. Grammar	0	2	-	3		3	0	2	3	2	0	0	1	3	2	3	1.7	1.3
2. Workbook	0	3	1	3		3	0	1	3	2	0	3	1	3	3	3	1.9	1.3
3. Composition text	0	2	-	2		0	0	0	2	0	0	2	0	0	1	0	0.6	0.9
4. Lang. description	0	2	-	1		0	0	0	1	0	0	0	0	2	1	0	0.5	0.8
5. Dictionary	2	3	-	1		2	1	2	3	1	2	2	2	3	3	2	2.1	0.7
6. Readings (general)	1	3	1	2		3	0	3	2	0	0	2	2	2	1	1	1.5	1.1
7. Readings (topic)	0	1	1	2		0	0	0	2	0	0	2	1	1	0	1	0.7	0.8
8. Lit. selections	1	3	2	3		2	0	0	1	0	0	2	-	2	3	1	1.4	1.2
B.Othermaterials																		
1. Std's own writings	0	3	1	2		0	1	0	1	0	2	0	1	2	1	1	1.0	0.9
2. Media	2	3	1	1		1	0	1	2	0	2	0	1	3	3	1	1.4	1.1
3. Progr./computer ass.wr.	2	0	0	0		0	0	0	0	0	0	0	1	1	1	1	0.4	0.6

3 = used frequently as primary material
2 = used frequently but not the primary material
1 = used occasionally
0 = used seldom if ever

TABLE 6.12. *Continued*

Population B

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
A. Textbooks (treat each separately even if combined in one volume)																		
1. Grammar	0	2	-	3	1	3	0	2	3	2	1	1	0	3	3	3	1.8	1.2
2. Workbook	1	2	1	3	1	3	0	2	3	2	1	3	1	3	3	3	2.0	1.0
3. Composition text	0	0	-	3	1	2	0	1	2	0	0	2	0	0	1	2	0.9	1.0
4. Lang. description	0	2	-	2	1	2	0	1	1	0	0	0	0	3	1	0	0.9	1.0
5. Dictionary	3	3	-	1	1	2	1	3	3	1	2	3	1	3	3	2	2.1	0.9
6. Readings (general)	1	3	1	2	3	1	0	3	3	1	2	2	1	2	1	2	1.8	0.9
7. Readings (topic)	1	2	1	2	1	0	0	2	2	0	1	2	1	1	0	1	1.1	0.8
8. Lit. selections	3	3	2	2	3	3	1	2	1	1	3	3	3	2	3	2	2.3	0.8
B. Other materials																		
1. Std's own writings	0	2	1	3	0	1	1	1	1	0	2	1	1	2	1	1	1.1	0.8
2. Media	2	3	1	1	1	1	0	2	2	0	2	1	1	3	3	1	1.5	1.0
3. Progr./computer ass.wr.	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0.3	0.4

3 = used frequently as primary material
2 = used frequently but not the primary material
1 = used occasionally
0 = used seldom if ever

TABLE 6.12. *Continued*

Population C

Statement	AUS	CHI	ENG	FIN	HAM	HUN	IND	ITA	KEN	NET	N-Z	NIG	SCO	SWE	THA	USA	Mean	SD
A. Textbooks (treat each separately even if combined in one volume)																		
1. Grammar	0	2	-	1		3	0	2	3	0	0	2	0	2	3	3	1.5	1.3
2. Workbook	0	1	0	1		3	0	1	3	0	0	1	0	2	3	3	1.2	1.3
3. Composition text	0	0	-	3		0	0	1	2	0	0	1	0	1	1	2	0.8	1.0
4. Lang. description	0	2	-	2		1	0	2	1	0	0	1	0	2	1	0	0.9	0.9
5. Dictionary	3	3	-	1		2	1	3	3	1	2	3	1	3	3	2	2.2	0.9
6. Readings (general)	1	3	1	1		0	1	3	3	1	1	2	1	3	1	3	1.7	1.0
7. Readings (topic)	3	2	1	1		0	0	2	2	0	1	2	1	1	0	1	1.1	0.9
8. Lit. selections	1	3	1	3		3	1	3	3	1	3	3	3	3	3	3	2.5	0.9
B. Other materials																		
1. Std's own writings	0	2	0	3		1	1	2	1	0	2	2	1	1	1	1	1.2	0.9
2. Media	2	3	1	1		1	0	2	2	0	2	2	1	3	3	1	1.6	1.0
3. Progr./computer ass.wr.	0	0	0	0		0	0	0	0	0	0	0	0	1	1	1	0.2	0.4

3 = used frequently as primary material
2 = used frequently but not the primary material
1 = used occasionally
0 = used seldom if ever

Discussion

The participation of a set of countries in this study is based on the own choice of these countries. The countries are different in many respects and they come from different parts of the globe but they can not be considered as a sample of some well defined population. The data collected from the mother tongue curricula of these countries are to be understood to describe only the curricula of these countries.

The method in the data collection was the questionnaire technique. Experts, members of the National Committee of the study, were asked to rate the importance of several features of the curriculum in their country. This made it possible to quantify features in curricula. For the raters, the task was often difficult. Some countries with decentralized school administration have no 'one' curriculum, where to find the answer from. Official plans or suggestions for teaching can also be found in many types of documents including committee reports, circular letters etc. In spite of such a problem most of the National Committees of the study were able to provide their ratings for most of the questions.

A typical task for the National Committee was to rate, for instance, 'the relative importance of knowledge of registers and language variants' on the scale 'not cited as a goal, occasionally cited as a goal, it is a secondary goal, or it is a central goal'. A decision about the importance of a given goal is not always easy. It is possible perhaps even fairly likely that these kind of scales are used in a somewhat different ways in different countries (National Committees). In analyzing the results, means, standard deviations, ranges etc. have been reported in the tables in the report. However, only tendencies, e.g. 'more important - less important', have been used in describing the results.

The scope of a mother tongue curriculum can be quite wide. It may contain 'the language', 'the student', 'the teaching', and 'the relationship' of these with society. A broad view of these concepts is necessary in planning what to ask (measure) about a group of mother tongue curricula. These elements are present in the four approaches used in planning the questionnaire: the knowledge-based (heritage , language), the skills (competence), the personal development (growth), and the values approaches.

Developing a series of questions to cover the four approaches to describe curricula can create a very long questionnaire. This is the case here. In order to give a rather condensed description of the numerous items of information, three 'methods' were used. Most of the questions were classified as belonging to one of the four approaches, and a description of these was given. In addition to this predetermined way of looking at the results, empirical grouping of either cases (curricula) or variables was done. Where this was not possible, simple listing of data has also been used.

All of the four general approaches are well represented in the curricula of the countries taking part in the Study of Written Composition. The approaches receive rather equal weight of importance. The values approach can be said to be most important, and the transmission of knowledge the least important, but the difference between them is not to be rated as being large. All these approaches are important elements in curricula.

Between countries (school systems), there are some systematic differences. A group of countries, Chile, Thailand, Kenya, and Sweden, is a high scoring group. England, Australia, Scotland, and the Netherlands form a group, which can be called a low scoring group. It is not clear whether this is a function of either detailed - nondetailed written curricula or of the way the items were rated by National Centers.

Concerning general aims, the general objectives of M-T teaching, acquisition of knowledge and skills, and objectives of aesthetic, moral and affective development, clustering (by cluster analysis) of curricula tends to show that a school system's (country's) three populations often appear together in the same cluster. In different clusters different types of variables may rank high, or low, describing differences in variables considered important, or less important. However, a consistency of the curricula across three populations in a system is often clearly seen. There are also systems, where curricula do differ from each other.

The series of cluster analyses also show that clusters are not simply based on the difference of 'high and low scoring countries'. Depending on the nature of the variables (for example, general objectivas or aesthetic objectives), different systems and populations group together.

In order to give a global description of important basic dimensions in the M-T curricula, a series of factor analyses were run. Beginning with a small subset of variables, and creating scale scores, and finally subjecting these to a 'second order factor analysis', seven dimensions were extracted. These dimensions describe the M-T teaching in general, not the teaching of composition writing.

The description of the M-T curricula, based on factor analyses, makes an alternative to the description based on 'the four approaches'. They are necessarily overlapping, but also informative. As written documents, intended to guide the whole school systems, curricula naturally contain 'good and valuable' aspirations. The first, strong general factor describes one of these, the personal growth and development of the student. The factor embraces a lot of all good concerning the student and the language learning. The second factor is a demanding 'advanced linguistic and literary competence', the third 'student centered language learning'. The fourth factor concentrates on 'teaching of language knowledge and use', the fifth can be said to be the 'training the basics' factor. Competence and proficiency is important in the sixth factor.

The student and the language, language and literature on a demanding level, student in the center, teaching the proper use of language, teaching the basics, competence and proficiency. This is an empirical description of the dimensions of M-T curricula of the participating countries in this study. There are common elements in these concepts and in the description based on the 'four approaches'.

The part of the study concerning spcifically the teaching of written composition, is not so easy to describe in general dimensions. The description of the curricula, based on the four approaches, can be divided into two parts, the latter concerning the teaching of writing. Three of the approaches could be identified fairly well. The fourth, the values approach, is based only on two items, and therefore excluded.

All the three approaches, the knowledge about writing, the skills in writing, and the personal growth, are well represented in the curricula. The knowledge of writing approach is less emphasized than the skills in writing and the personal growth approaches. In the personal growth approach, the differences between school systems (countries) are largest. New Zealand, Sweden, and Chile have the highest scores, and the scores are high. The Netherlands, England, and Hungary score lowest on this approach.

It was also possible to give an empirical description of general dimensions by factoring 29 objectives of teaching writing. Here again we meet the phenomenon that in curricula all good aspirations tend to combine. The first factor, writing as a part of language learning at school, includes elements of language, knowledge of the heritage of writing, but also a fairly large set of (psychological) terms referring to the student and his/her development and behaviour. The second factor covers the language for the development of the student, especially for the affective behaviour and development. Play, feeling, awareness, expression, trust, and value are 'key words' in this factor. The third factor stresses the practical understanding of different types of writing. How to write for practical purposes in every-day life? This factor combines the objectives of teaching writing for these purposes. The fourth factor is more demanding, and contains objectives of more literary type. It was given the name 'disciplined, advanced writing'. A specific 'writing for academic purposes' factor was also extracted.

Among the more specific topics in teaching writing is, for instance, the amount of writing at school. The curricula are seldom explicit in this respect. There are examples of curricula, where this topic is mentioned, but no coherent, definite description about the amount of writing can be given. This observation suggests that it would be worth while to consult other data bases. Data provided by teachers of the sampled schools in the Study of Written Composition, were more helpful, but surprising. In general, it can be said that between countries, and between schools in a country, the differences in the amount of writing are remarkable. In Sweden and Finland the amount of writing compositions is known; it is small. The data also show that in these countries the praxis is quite homogenous in the sampled schools. In general, the information from other countries tends to show very low and/or very high frequencies. Different schools report very different amounts of writing.

Ten out of sixteen countries report having standards of good writing. For these ten systems, a factor analysis of ten specified standards showed that there are basically only two dimensions. The first is 'correct, standard writing', the second 'personal, imaginative writing'. But, it is easy to question the range of the standards given to rate in the questionnaire.

Types of written work emphasized is a topic, where 27 writing tasks were listed under the headings: Essay, Report, Letter, Factual, Personal, and Literary. The emphasis of these writing tasks is quite varied in different school systems, if and when the curricula are looked at. And here only the curricula are looked at. Essay is reported being generally emphasized at population C level, and not emphasized or receiving minor emphasis at population A level. At the population C level, reflective, argumentative, personal, persuasive, and literary essays are emphasized; a philosophic essay is not. Some systems' curricula do not emphasize (or mention) these types of writing; and some give them emphasis also at population A level.

Narrative and descriptive reports are widely emphasized in practically all systems. Informal, documented, and scientific/technical reporting is receiving moderate emphasis in some systems. A letter, most often a personal letter, is used at population A and B levels, but no more at population C level. The business letter receives some emphasis in some of the systems, but polemical letter is hardly used anywhere at all.

Factual writing increases from level A to C. At population C level, notes (from either reading or lecture), summary, outline, and a (written) answer are emphasized in most of the systems. Precis and abstract are the least emphasized types of factual writing.

Personal writing, understood as expressive writing and/or keeping diary/journal, is emphasized in some countries, often in countries where factual writing is not emphasized.

From types of literary writing, the story is emphasized in about a half of the systems, while drama,poem, and aphorism receive attention only in some of the systems.

Among specific topics, information is provided concerning the use of grammar in teaching writing, spelling, vocabulary, outlining, analysis of the audience, propaganda techniques, logical analysis, different meanings of words, rhetorical figures (e.g. metaphors, personification), techniques of revising and editing, ways of thinking about a topic before writing. Also data of the use of different materials in the instruction of writing is collected. The use of grammar, workbook, composition texts, language description, dictionary, readings, literary selections, and also the use of students own writings, media, and computer assisted writing were rated by the National Committees.

The National Coordinators and the National Committees of the Study of Written Compositions were obliged to take considerable trouble in providing answers to the questionnaire. The content of mother tongue teaching is broad and complex, which does not make easy a first empirical try-out like the IEA study. A general problem is that there are curricula intended to cover many of the phenomena met here, and there are curricula giving only the most important principles in mother tongue teaching. What is plausible, is that important things are taken into account in mother tongue teaching in all school systems. However, they are not necessarily documented in the same way in all systems.

This study limits itself to the official documents guiding the teaching of the mother tongue. By the use of the questionnaire, an answer, or response, to a variable 'measuring' the curricula, is provided. Without this, it would have been impossible to collect this amount of information about all of the curricula. It is also possible to think that the answers, responses, to the questions and the emerging patterns are best interpreted by persons in any of the countries taking part in the study. Among the shortcomings are, for instance, the possible different way of using the rating scales. A schortcoming also is that no external validating information is used. The data are trusted, but not critically evaluated. In the full range of the IEA Study of Written Composition, more information is provided on different levels, from teachers and students. The information reported in this study is best interpreted by consulting the other reports as well.

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Appendix 1.

IEA/WR/B4a

INTERNATIONAL ASSOCIATION FOR THE
EVALUATION OF EDUCATIONAL ACHIEVEMENT

INTERNATIONAL STUDY OF ACHIEVEMENT IN WRITTEN COMPOSITION

CURRICULUM QUESTIONNAIRE

The main purpose of this questionnaire is to obtain a good descriptive account of the general approach of instruction in the mother tongue (or in the language of instruction) and a detailed description of the objectives of instruction in written composition as they are defined in the official national policy of the country.

Name of the Country ______________________________

Language of Instruction ______________________________

Please answer the questions by writing your answers on the pages of this questionnaire, but feel free to supply additional information on separate sheets or on the back.

Introduction to the Curriculum Questionnaire

Since it is likely that the written curriculum (and there may not be official written curricula in all countries) is not reflected in any simple and clear-cut way in either textbooks, teaching, examinations, or grading practices, it is necessary to obtain information at various levels.

A. The Institutional Level

1) Official curriculum (suggestions to teachers, official guidelines, etc.): This is necessary partly to make a survey of official curricula as such. A report on them will be useful information to participating countries and may suggest some improvements or shifts in emphasis. Answers to a questionnaire asking about the official objectives may not, however, prove very powerful in predicting student achievement or even classroom practices.

2) Official examinations and official scoring systems: We need to get information on these, and also samples of examinations. We might then classify countries using the terminology employed in the Curriculum Questionnaire.

B. The Functional Level

1) Samples of tests used in the pilot sample schools during the whole school year: We should consider asking the pilot school teachers to submit copies of tests they have used in composition and writing instruction during the prevalent school year.

2) Teacher's perception of how much the curriculum affects his/her instruction in relation to other possible sources of influence: This information is to be obtained with a Teacher Questionnaire on examinations, commercial tests, influential textbooks, pre-service syllabi and texts, and in-service seminars and workshops.

3) Students' perceptions of what the objectives of composition and writing instruction are and what their own objectives are: This would provide an indication of the degree of match or mismatch between official, teachers' and students' objectives.

The attached Questionnaire is primarily intended to get information at level A. 1.

Rationale for the Questionnaire and its Analysis

In constructing the curriculum questionnaire several sources dealing with curricular concepts were drawn on. Among them are Doughty's model of approaches, aims and processes (1974) and Mandel's categories (1980): heritage, competency and process. Although they have not been used as such, they might be useful in structuring the relatively ill-defined domain of written composition.

MODEL	APPROACH AND AIM		MOST LIKELY PROCESS
GROWTH	PERSONAL: AIMING TO DEVELOP SOCIAL GROWTH AND INDIVIDUALITY		
	INDIVIDUALISTIC		DEVELOPMENTAL HEURISTIC
	EXPERIENTIAL		DEVELOPMENTAL
COMPETENCE	INSTRUMENTAL: AIMING TO PROMOTE SOCIAL COHESION AND TRANSMIT VALUES		
	PRAGMATIC	RIGORISTIC	INSTRUCTIONAL DEVELOPMENTAL
		HUMANISTIC	DEVELOPMENTAL INSTRUCTIONAL
HERITAGE	MORALISTIC	RIGORISTIC	INSTRUCTIONAL
		HUMANISTIC	INSTRUCTIONAL
	ACADEMIC	RIGORISTIC	INSTRUCTIONAL
		HUMANISTIC	HEURISTIC

Explanation of terms:

APPROACH is related to values. This provides the general basis for defining aims and objectives.

A PERSONAL APPROACH can be individualistic if the pupil's realization of his own potential as a whole/total personality is central; experiential when classroom activities are related to the pupil's previous experiences. Teaching is child-centered and creative.

Appendix 1.

AN INSTRUMENTAL APPROACH can be pragmatic aiming at practical skills (evaluates aims and activities by the criterion 'useful - useless'); moralistic aiming at transmitting values (evaluates aims and activities by the criterion 'right - wrong'); academic aiming at transmitting knowledge (evaluates aims and activities by the criterion 'true - untrue').

RIGORISTIC means 'strict', following a model, authority based.

HUMANISTIC means incorporating the change of things and values, being critical about the phenomena.

A rigoristic pragmatic approach demands that the standards are 'kept'.

A humanistic pragmatic approach points out that norms are based on conventions and customs and that they can be critically judged.

A rigoristic moralistic approach focuses on how well the students behave in order to maintain values, rather than on how well they think.

A humanistic moralistic approach induces the student to learn to make moral choices by evaluating alternatives critically.

A rigoristic academic approach adheres to the authority approach of learning: the student is ignorant and has to acquire the existing information.

A humanistic academic approach wants the teachers to present 'facts' for digesting by the student, related to their own personal experiences. The students inquire rather than accept.

AIMS guide the definition of teaching objectives of particular subjects. They can stress the students' individuality or the society's needs by providing either the basic skill learning (social cohesion) or transmitting the intellectual, moral, social and cultural values.

In PROCESS the over-all classroom processes to achieve a given objective best are suggested. It can be developmental if learning is a result of personal growth; instructional if learning results from acquiring some body of knowledge; heuristic if learning results from personally motivated search for knowledge.

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The Questionnaire

The questionnaire begins with some general questions about over-all educational goals and time allocations, and then proceeds to questions about the total mother-tongue or language of instruction curriculum, and finally to questions about the curriculum in written composition.

In terms of the model, the questionnaire concentrates on approach and aims. Process is alluded to or may be inferred from some questions.

The questionnaire is structured so that in most cases you may respond on one sheet for each target population. When program or population differences are such that you will need separate sheets for each program, please indicate clearly on the sheet the population or program.

Procedures in Completing the Questionnaire

We suggest the National Research Coordinator complete this questionnaire by following one or more of these steps:

1. Investigation of the curricula and the official guidelines on external examinations. In many cases these documents will provide the answers.
2. Particularly in countries where there is no official curriculum, examination of the teacher training syllabi on writing, examination syllabi, the introduction to textbooks, and local or regional syllabi on writing may be useful as a supplement if these are in frequent use or cited as models.
3. The Research Coordinator should seek one answer to each question, or, if there are clear regional or system (e.g., church, state) differences, fill out separate questionnaires for each region.
4. Members of the National Committee who can provide concensus answers should be asked to check the questionnaire before returning it to the ICC.

Where you can use quotations, please do so. Supplementary documents would also be useful.

Note: If there are several types of schools or programs in some populations, give a code to them (e.g., a, b, c, etc.) and write a detailed account of what the codes stand for. Use these codes to indicate which columns in the questionnaire grids refer to which type of school or program. Space for marking the columns is provided on top of the grids.

A. Curriculum Control and Time Allocation

1. Curriculum Control

We would like to know whether there are established curricula or syllabi and who determines or controls them.
In each box indicate who sets the curriculum by the following symbols:
N - by a National Curriculum Agency
S - by a State or Region
L - by a Local District School
X - Does not exist

	Population A	Population B (by type of program)									Population C (by type of program)			
a. Is there a set of legal requirements for schooling in general?														
b. Is there a curriculum for the teaching of 'mother tongue' or language of instruction?														
(1) Does it include a specific section on writing or composition?														
c. Is there a curriculum for foreign language teaching that explicitly includes a section on writing?														
d. Is there a discussion of writing in the curriculum documents of other subjects?														
(1) Which subjects? ____________ ____________ ____________														
e. Is there a curriculum for writing in special subjects (e.g., business, remedial education, special education)? ____________ ____________ ____________ ____________														

2. If the curriculum is set by a national or state agency, how is the curriculum monitored in individual schools?

3. Are there separate religious or private schools? ______________________
    a. How are their curricula decided?

4. Time Allocation

How many hours a week have students in Populations A, B and C received instruction in the 'mother tongue' in different grades?

Weekly hours available for instruction in the 'mother tongue'

Grade/ School year	Age	Population A	Population B (by Type of Program)				Population C (by Type of Program)			
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
	Total:									

5. One indicator of the status of a subject in a national school system is the number of hours allocated to it in comparison to other subjects. For this reason, please indicate the sum of weekly hours available to the subjects or subject areas listed below. For example, if there were 3 weekly hours for the teaching of the 'mother tongue' each year for Population A students and they are in the sixth grade (school year), they would have had 3 x 6 weekly hours over the six yours, totaling 18 weekly hours. If we assume that the total number of weekly lessons was 23 during the first two years, 25 during the following two years and 27 during the last two years, the total accumulated number of weekly lessons available to all subjects would be 2 x 23 (= 46) plus 2 x 25 (= 50) plus 2 x 27 (= 54) with a total of 150 weekly lessons.

	Up to and including Pop A	From Pop A up to and including Pop B (by type of school/program)					From Pop A up to and including Pop C (by type of school/program)			
Mother tongue										
Modern languages										
Mathematics										
Sciences										
Social Sciences (history, civics geography)										
Other (Specify) ____________										
Sum of weekly number of lessons available for all subjects										

Comments:

B. Main Purposes of Instruction

6. To what extent do the following statements agree with the general educational objectives in your country?

Use the following scale:
3 = high agreement
2 = some agreement
1 = low agreement

	Population A	Population B (by type of program)									Population C (by type of program)			
The main purpose of teaching is to transmit a body of knowledge to students.														
The main purpose of teaching is to bring students to a point of competence or proficiency demanded by society.														
The main purpose of teaching is to encourage personal growth and development.														
The main purpose of teaching is to transmit a set of values to students.														
Comments (Please indicate which population your comments refer to):														

7. To what extent do the objectives and/or methodological suggestions in your country accord with the following statements? Use the following scale:

3 = high agreement
2 = some agreement
1 = low agreement

	Population A	Population B (by type of program)									Population C (by type of program)			
Students start off knowing very little and need to be initiated into the subjects by the teacher.														
When students come to class they already possess knowledge and skills relevant to the subjects.														
The experience and skills which students bring to the subjects are as important as the knowledge presented by the teacher.														

Comments (Please indicate which population your comments refer to):

8. To what extent are the following points emphasized in the overall educational objectives of your country?

Use the following scale:
3 = major emphasis
2 = some emphasis
1 = minor emphasis

	Population A	Population B (by type of program)									Population C (by type of program)			
Students' interests														
Students' abilities														
Vocational needs of students														
Personal needs of students														
Transmission of national culture														
Transmission of world culture														
Needs of society as determined by social planners														
Needs of society as determined by budgets														
Subject matter to be covered														
Needs of other subjects														
Needs of succeeding level of school														
Other (Please specify) ____________________ ____________________														

Please supplement the information you gave in the above by stating briefly the general educational objectives for each population. If possible, use brief literal quotations to illustrate the goals. Please add any comments you feel are relevant to your interpretation of the points above and your answers to them.

C. Mother Tongue or Language of Instruction

9. To what extent do the following statements agree with the general objectives/orientation of the 'mother tongue curriculum in your country? Use the following scale:

3 = high agreement
2 = some agreement
1 = low agreement

	Population A	Population B (by type of program)									Population C (by type of program)			
The main purpose of teaching is to transmit a body of knowledge to students.														
The main purpose of teaching is to bring students to a point of competence or proficiency demanded by society.														
The main purpose of teaching is to encourage personal growth and development.														
The main purpose of teaching is to transmit a set of values to students.														
Comments (Please indicate which population your comments refer to):														

10. To what extent are the following points emphasized in the objectives and general orientation of the 'mother tongue' teaching curriculum in your country? Use the following scale:

3 = major emphasis
2 = some emphasis
1 = minor or no emphasis

	Population A	Population B (by type of program)									Population C (by type of program)			
Students' interests														
Students' abilities														
Vocational needs of students														
Personal needs of students														
Transmission of national culture														
Transmission of world culture														
Needs of society as determined by social planners														
Needs of society as determined by budget														
Subject matter to be covered														
Needs of other subjects														
Needs of succeeding levels of school														
Other (Please specify)														

11. What is the relative emphasis of the following areas of 'mother tongue' teaching in the curriculum (guidelines, suggestions for teaching, etc.)? Use the following scale:

3 = major emphasis
2 = some emphasis
1 = minor or no emphasis

	Population A	Population B (by type of program)									Population C (by type of program)			
Grammar and usage														
Penmanship and orthography														
Technical skills (e.g., typing, office procedure)														
Listening comprehension														
Speaking (speech)														
Reading and literature														
Writing and composition														
Mass media														
Other (Please specify)														
______________________														
______________________														
______________________														

12. Please indicate the relative importance of each of the following goals using the following scale:

3 - if it is a central goal
2 - if it is a secondary goal
1 - if it is occasionally cited as a goal
0 - if it is not cited as a goal

	Population A	Population B (by type of program)									Population C (by type of program)			
Acquisition of knowledge														
Knowledge of the structure of language (grammar and syntax, morphology)														
Knowledge of the lexical resources and patterns of the mother tongue														
Historical development of the language														
Knowledge of the interrelation of language, culture and thought														
Knowledge of the functions and uses of language														
Knowledge of registers and language variants														
Knowledge of social and regional dialects														
Principles of composition writing, e.g., Logical forms Rhetorical forms and topoi Manuscript forms (e.g., salutations in letters, footnotes)														
Terminology used in the study of literature														

12. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
Principle literary forms (epic, lyric verse, drama, novel, etc.)														
Principle literary epochs														
Major themes of literature														
Biographical facts related to literature														
Knowledge of civilization														
Other (Please specify)__________														
__________														
Acquisition of language skills														
Listening comprehension														
Oral expression														
Written expression														
Reading comprehension														
Critical reading and analysis of literature														
Cognitive skills														
Ability to memorize														
Ability to recall relevant information														

12. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
Ability to think clearly and logically														
Ability to conduct an argument														
Ability to analyze														
Ability to synthesize														
Development of the imagination														
Development of intuition and empathy														
Library skills and use of reference materials (including dictionary skills)														
Aesthetic development														
Development of enjoyment of reading														
Development of enjoyment of theater (drama)														
Development of enjoyment of writing														
Development of enjoyment of oral expression														
Appreciation of language														
[illegible] of literature														

12. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
Appreciation of other forms of art														
Affective and Moral Development Appreciation of national cultural heritage														
Fostering and strengthening of personal moral values														
Growth in understanding other peoples														
Growth in understanding other cultures														
Growth in understanding other epochs														
Development of personal responsibility for learning the subject														
Scholarly values (including scholarly honesty and avoidance of plagiarism)														
Developing confidence in writing														
Developing confidence in the value of one's own observations, knowledge, ideas and opinions														

13. To what extent does the general ethos of 'mother tongue' curriculum agree with the following general statements. Use the following scale:

3 = major emphasis
2 = some emphasis
1 = minor or no emphasis

	Population A	Population B (by type of program)									Population C (by type of program)			
Classroom activities should be adapted so that each pupil would be able to realize his/her own potential as an individual personality.														
Classroom activities should be adapted so that they are related to students' previous experiences.														
Classroom activities should be adapted so that students learn well how to use the language correctly according to generally accepted standard language.														
Classroom activities should be adapted so that students learn to recognize the various uses and varieties of language.														
Classroom activities should be adapted so that students learn to appreciate generally shared national values.														
Classroom activities should be adapted so that students learn to evaluate and discuss values and different alternatives.														
Classroom activities should be adapted so that students learn basic facts about language usage, national literature, etc.														

13. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
Classroom activities should be adapted so that students learn how to analyze language and argument, how to evaluate and discuss literary works, etc.														
Others (Please specify)														

D. The Curriculum in Written Composition

From now on, the questionnaire will deal with the institutionally established concept of writing for different populations and schools. Indicate your answers to the following questions by writing 'Yes' or 'No' or figures in the appropriate cells.

	Population A	Population B (by type of program)									Population C (by type of program)			
14. Is composition taught as a separate subject?														
a. If so, how many hours per week?														
b. If not, is it a distinct part of mother tongue or language of instruction?														
c. If neither, estimate the number of hours per week students practice writing and receive some instruction.														

15. In what subjects are students asked to write more than a page a week? Indicate your answer by writing 'Yes' or 'No' in the appropriate cells.

	Population A	Population B (by type of program)									Population C (by type of program)			
Mother tongue														
Foreign language														
Social sciences (e.g., economics, geography, history, etc.)														
Natural sciences (e.g., biology, chemistry)														
Mathematics														
Religion														
Other (Please specify) ________ ________________														

16. In general, do the curricular documents indicate that proficiency in written composition is primarily (Yes/No)

a) an art?														
b) a craft?														
c) a skill?														
d) a process?														
e) other?														

Please comment:

17. Goals of Instruction in Writing

Since the domain of writing and written composition is not very clearly defined, it is difficult to construct carefully structured questions about the objectives, which would speed up the answer or take less time. Therefore, it was considered advisable to supplement pre-coded questions with open-ended questions.

Questions on the objectives as they appear in the curriculum

a. Does the curriculum mention objectives in writing?

Yes ____ No ____

b. If so, does it distinguish between:	Yes	No
cognitive objectives	____	____
affective objectives	____	____
psycho-motor objectives	____	____

c. If so, what sub-goals are emphasized under each of these?

d. Does the curriculum indicate how the development of writing should take place from the early till the last grades?

Yes ____ No ____

e. If yes, does the discussion of development refer to one or more of the following (please specify how progression is outlined):

1) Types of writing (e.g., personal, factual, reflective)

47. (cont.)

2) Audience (e.g., self, age-mates, anonymous audience)

3) Linguistic and syntactic properties (e.g., words, sentences, longer utterances)

4) Stages in the process of writing (e.g., pre-writing, revision)

5) Activities by the writer (e.g., observation, imagination, analysis)

6) Other

18. List recent (past twenty years) curriculum or school reforms that might produce variation in the curriculum in writing and the variations that might have resulted. Indicate Population and type of program.

Explicit reforms as to writing. Indicate Population and type of program.

Reforms which have had an influence on instruction in writing, but where writing was not the main target. Indicate Population and type of program.

19. If you were to characterize the general goal of the curriculum in writing, how would you rate the relative emphasis of the following points. Use the following scale:
3 = major emphasis
2 = some emphasis
1 = minor or no emphasis

	Population A	Population B (by type of program)									Population C (by type of program)			
The curriculum seeks to develop in each student the capacity to communicate efficiently in writing and emphasizes practical skills.														
The curriculum seeks to present each student with models of the best writing in the language so that the student will develop an appropriate style and an appropriate rhetoric, and will learn to appreciate the traditions of the culture.														
The curriculum seeks to allow all students to develop their expressive capabilities so that they can present their thoughts and feelings, and it emphasizes personal growth.														

Please state briefly the general goal of the writing curriculum (guidelines, suggestions for teaching, etc.). If possible, use brief literal quotations to illustrate the goal.

Population A

Population B

Population C

20. To what extent do the following purposes reflect the objectives of writing instruction in your country?

Use the following scale:
3 = strong emphasis/very important
2 = some emphasis/somewhat important
1 = little or no emphasis/slight or no importance

	Population A	Population B (by type of program)									Population C (by type of program)			
Expressive Purposes														
1) To allow students to play freely with ideas that occur to them														
2) To allow students to express their feelings and attitudes														
3) To allow students to organize and clarify their own experiences, thoughts and feelings in their own words														
4) To allow students to feel a sense of achievement at having produced something themselves (irrespective of faults)														
5) To allow students to become more aware of their ideas and feelings by seeing them on paper.														
6) To allow students to play with language (words, syntax, etc.)														
Cognitive Purposes														
7) To diagnose individual students' strengths and weaknesses in writing														

	Population A	Population B (by type of program)								Population C (by type of program)		
8. To let students record, report and narrate events and information												
9. To let students summarize information, arguments, etc.												
10. To allow students to present, report, convey information, events etc. with personal conclusions, comments, evaluations												
11. To allow students to present points of view or ideas in order to persuade.												
12. To let students learn how to write and practice for examinations												
13. To allow students to explore and develop varying points of view												
14. To allow students to write products which they can evaluate and try to improve												
15. To allow students to develop reflective thinking through writing and then reading their thoughts												

20. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
16. To allow students to learn how to write in various functional situations (business, personal, etc.)														
17. To allow students to develop syntactic variety														
18. To allow students to develop lexical variety														
19. To allow students to learn how to write academic papers and essays														
20. To allow students to examine the motives in commercial writing and other propaganda														
Purposes Associated with the Heritage 21. To allow students to learn stylistic conventions														
22. To allow students to recognize and write in various genres of prose														
23. To allow students to recognize and write in various poetic and other literary genres														

20. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
24. To allow students to imitate the style of various classical and contemporary authors														
Purposes Related to Values 25. To allow students to trust and value their own expression														
26. To allow students to value the language and style of people who speak other dialects or languages														
27. To allow students to value accuracy and correctness in writing														
28. To allow students to value the traditions of writing and literary expression														
29. To allow students to value scholarly honesty and to avoid plagiarism														

21. "Writing" involves mastery of the tool. Does the curriculum emphasize any of the following objectives explicitly? Use the following scale:
3 = strong emphasis/very important
2 = some emphasis/somewhat important
1 = little or no emphasis/slight or no importance

	Population A	Population B (by type of program)									Population C (by type of program)			
a. Learn to spell correctly														
b. Learn to write good, complex sentences														
c. Learn to write well-structured paragraphs														
d. Learn to write well-organized texts														
e. Learn to write according to the type of text (i.e., content accords with style)														
f. Learn to write according to a particular model or models of writing														

22. Types of Written Work Emphasized

Listed below are a variety of types of writing. After each type, please indicate the amount of emphasis placed on the type. Use the following scale:

3 - if it receives major emphasis
2 - if it receives moderate emphasis
1 - if it receives minor emphasis
0 - if it is not taught at all

	Population A	Population B (by type of program)									Population C (by type of program)			
a. Essay (an extended piece of original writing usually more than 2 or 3 pages employing the writer's own ideas)														
1) Reflective														
2) Personal														
3) Philosophic														
4) Argumentative														
5) Persuasive														
6) Literary														
7) Other (Please specify) ______														
b. Report (a piece of writing of varying length usually based on observation or reading)														
1) Documented														
2) Narrative														
3) Descriptive														
4) Scientific or technical														
5) Informal														
6) Other (Please specify) ______														

22. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
c. Letter (a piece of writing addressed to a single person either known or unknown)														
1) Personal														
2) Business														
3) Polemical (e.g., to a newspaper)														
4) Other (Please specify) ____														
d. Factual														
1) Abstract														
2) Summary														
3) Precis														
4) Notes (from reading)														
5) Notes (from lecture or interview)														
6) Outline														
7) Answer (as in a short answer test														
8) Other (Please specify) ____														

22. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
e. Personal 1) Journal or diary														
2) Expressive writing (less than an essay)														
3) Other (Please specify) ______														
f. Literary 1) Story														
2) Poem														
3) Drama														
4) Aphorism or epigram														
5) Other (Please specify) ______														
g. Other (Please specify) ______ ______ ______														

23. Many curricula indicate standards of good writing.

a. Do such standards exist? Yes ____ No ____

b. Do these standards differentiate among standards according to the type of writing? Yes ____ No ____

24. For each of the standards below indicate for the target population the importance of the standard using the following scale (you may reproduce this page if the weighting of standards varies according to type of writing; if so, indicate on each sheet the type referred to):

3 - if it is cited as a highly valued standard
2 - if it is cited as a minor but important standard
1 - if it is occasionally cited
0 - if it is not cited

Types (purposes) of writing ____________________ ____________________	Population A	Population B (by type of program)									Population C (by type of program)			
a. Writing should express the writer's personality.														
b. Writing should vary its language for different purposes and audiences.														
c. Writing should be clear and unambiguous.														
d. Writing should be free of errors in grammar.														
e. Writing should be logical.														
f. Writing should be simple without metaphors or other devices.														
g. Writing should be filled with images and metaphors.														
h. Writing should be original and individual.														
i. Writing should be imaginative.														
j. Writing should be in accordance with traditions.														
k. Writing should follow conventions of form (e.g., for business letter, essay, research report, etc.)														
l. Other (Please specify) ____________________ ____________________														

25. Specific Sub-topics in the Curriculum

Listed below are a number of particular topics. After each indicate the degree to which it is taught as a separate topic using the following scale:

3 - taught as a separate topic in most classes
2 - taught as a separate topic in some classes
1 - not taught except incidentally
0 - not taught - not important

	Population A	Population B (by type of program)									Population C (by type of program)			
a. Grammar														
1) Traditional														
2) Structural														
3) Transformational														
4) Functional														
5) Communicative														
6) Other (Please specify) ____														
b. Practice of language uses														
1) Traditional														
2) Structural														
3) Transformational														
4) Functional														
5) Communicative														
6) Other (Please specify) ____														
c. Spelling														
d. Vocabulary														
e. Different 'rhetorical' types of paragraphs and essays (e.g.,														

25. (cont.)

	Population A	Population B (by type of program)									Population C (by type of program)			
f. Outlining														
g. Analysis of the audience														
h. Propaganda techniques														
i. Logical analysis														
j. Different meanings of words														
k. Rhetorical figures (e.g., metaphors, personification)														
l. Techniques of revising and editing														
m. Ways of thinking about a topic before writing (pre-writing)														

26. Materials Used in Instruction

Below is a list of different kinds of materials used in instruction in writing. For each, please indicate the extent it is used according to the following scale:

3 - used frequently as primary material (each student has a copy)
2 - used frequently but not the primary material
1 - used occasionally
0 - used seldom if ever

	Population A	Population B (by type of program)								Population C (by type of program)		
a. Textbooks (treat each separately even if combined in one volume)												
1) Grammar												
2) Workbook on the grammar and use of the language												
3) Composition (or rhetoric) text												
4) Text about language description including semantics, etymology, syntax												
5) Dictionary												
6) Collection of readings on a variety of subjects												
7) Collection of readings on a single topic (excluding literature)												
8) Collection of literary selections or other literary texts												
b. Other materials												
1) Selected samples of the students' own writing used for analysis and critique by the class												
2) Media: newspapers, film, television, recordings												
3) Programmed materials or computer-assisted instruction												

27. What does the curriculum suggest as pre-writing activities? Please specify Population.

Population A	Population B (by type of program)									Population C (by type of program)			

a. Stimulus to writing (creative activities like drawing, drama, exploration, etc.)

____

____

____

____

b. Steps into writing (e.g., writing of a sentence, paragraph)

____

____

____

____

28. Frequency and Amount of Writing

	Population A	Population B (by type of program)									Population C (by type of program)			
a. How many different writing assignments are made per month (regardless of length)? 1) as specific writing exercises, demanded by the curriculum														
2) in total, on all other occasions (e.g., including reports in other subjects)														
b. For each of the following lengths of paper, indicate whether it is 3 = typical 2 = occasionally assigned 1 = never assigned.														
1) <250 words (1 page)														
2) 250-500 words (1-2 pages)														
3) 500-1000 words (2-4 pages)														
4) >1000 words (4 pages)														
c. What proportion of this writing is done as homework?														

29. What, if anything, does the curriculum indicate about ways of marking, grading, or commenting on student writing? Indicate differences according to target population.

30. To what extent is revision or rewriting demanded? Indicate differences according to target population.

The report is based on the data collected by means of an extensive curriculum questionnaire, which was part of a broader set of instruments used in a first systematic international study of student achievement in writing. The study was conducted under the aegis of the International Association for the Evaluation of Educational Achievement (IEA). Curricula at the end of the primary school, of compulsory education and of the senior secondary school are covered. A variety of analyses have been carried out to describe the nature of mother tongue and writing curricula in the countries participating in the study.

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